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ABSTRACT

This manual provides guidelines and forms for implementing a planning team approach to support students with emotional and behavioral difficulties in regular education settings, developed as part of a 3-year federally funded project to enhance the capability of 30 Vermont public schools. Following an introduction, a student profile is reviewed from the points of view of the regular educator, parent, student, and special educator. The first section discusses establishing the student support team, with information on obtaining family input, identifying age appropriate needs, and reviewing team membership and working together. The second section addresses identifying student strengths and needs. Subsections cover: the study history; major areas of educational emphasis and student goals; factors that impact on the student's ability to learn; and challenging behaviors that need to be addressed. The third section is on developing student support plans and includes guidelines for encouraging replacement behaviors and appropriate responses to challenging behaviors. Information sections of the manual are supplemented with typical viewpoints and with sample completed forms in reference to a specific case. Additional sections provide evaluation procedures and an overview of the support plan. An appendix includes 37 blank forms used in the program. (DB)

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Prevention, Teaching & Responding

A Planning Team Process for Supporting Students with Emotional and Behavioral Difficulties in Regular Education

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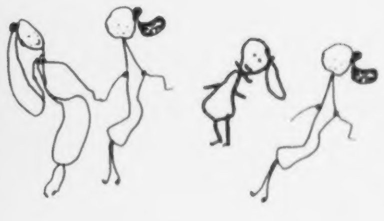

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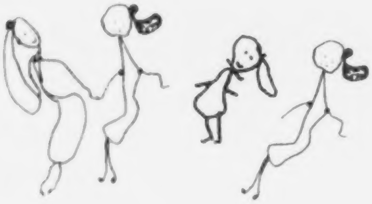

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We would like to thank all the students, parents, teachers, school staff and other involved participants at the Best Practices sites who reviewed, provided feedback and field tested the Individual Student Support Process that was developed over the past three years:

Gilman Middle School
Whitcomb Middle School
Rutland City Middle School
Hinesburg Elementary School
Brewster-Pierce Elementary
W. Rutland Elementary School
Bakersfield Elementary School
Franklin Elementary School
Barton Elementary School
Brookline Elementary School
Bellows Falls Middle School
Duxbury Elementary School
Montgomery Elementary School
Twinfield Elementary School
Bethel Elementary School
Otter Valley Middle School
Highgate Elementary School
Moretown Elementary School
Rutland City High School
Porter's Point Elementary School
Lunenberg Elementary School
Rockingham Central School
Leland & Grey Middle School
Vergennes Middle School
Montpelier Middle School
Eden Elementary School
North Troy Elementary School
Orwell Elementary School

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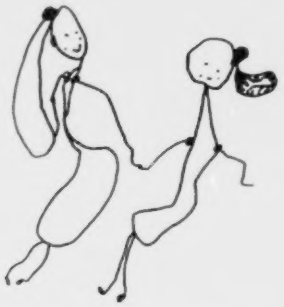
Introduction



Despite more than a decade of schools successfully including students with disabilities in regular education classrooms in their local public school, students with emotional and behavioral disorders (EBD) have been excluded. In fact, it is generally held that students with EBD will need a different type of educational program and school setting. With this belief, when students receive this label, they are usually placed in an alternative classroom just for emotional or behavioral challenges. When problems arise in that alternative classroom, students with EBD are placed in alternative school settings within state, but sometimes far from their home community. When things continue to be unsuccessful in those placements, out-of-state residential programs are often sought. The student's family is often limited in their ability to visit or attend meetings on a regular basis, and supportive relationships that the student has established in his or her community are difficult to continue. These programs are very costly and frequently do not yield positive outcomes for the children and adolescents. A large proportion of students with EBD do not graduate from high school and are not successfully employed once out of school. As adults, many continue to require mental health services and frequently enter our legal system.

We believe that with appropriate supports and accommodations in the home, school and community, children and adolescents with emotional and behavioral disorders can be included in their regular education classes in their local public schools. Unfortunately, when students are not successful in their regular education classroom, there is often evidence that minimal or inadequate supports have been provided. In designing a student's program, we strongly advocate for supports and accommodations that are based on positive approaches and build on the strengths of the child. Though positive behavioral approaches have been successful in modifying behavior, programs for children and adolescents with EBD tend to gravitate toward more negative or punishment oriented strategies. These strategies tend to emphasize a deficit model, focusing on interventions that only address the problem behavior. For example, in our local public schools, behavior programs for these children have typically included strategies like time-out, over-correction, detention, suspension and expulsion. While these latter interventions may work initially, they tend to be limited in their long term success with respect to the child or adolescent learning more appropriate behaviors to demonstrate, and they do not set the stage for a positive relationship between the child and the adult.

To increase the likelihood of positive approaches being used, we believe that all programs for students should comply with the following standards: they are designed individually for the student; they are strategies which are typically used with any student in that environment; they emphasize prevention; they do not hurt the student physically or emotionally; they are focused on teaching the student alternative behaviors which will lead to success; and they are reviewed on a regular basis to determine if they are successful or in need of modification.

Developing programs for students that incorporate these standards requires a team approach that begins with the family and student, and then includes the regular and special education teachers, school administration, and other agency providers who work with the student. Starting with the family and the student is essential because they are the true "experts." They provide many useful and valuable suggestions to the team, and family members are also the only people who will have a life long relationship with the student. Having a team approach is important because it provides support to all the people who work with the student on a regular basis. Through the diversity of roles that are naturally part of the team, multiple perspectives and suggestions across disciplines are provided, more effective communication across individuals and settings is possible, and there is an opportunity for a shared responsibility and accountability for plans. Use of a functional, ecological approach facilitates the gathering of the critical information about the student that is necessary for defining the problem. Once the student's team has an understanding of the student and his or her strengths and needs, they are better able to develop appropriate interventions.

This manual has been developed over three years and incorporates many of the lessons we learned while consulting with and training teachers and school staff across the State of Vermont. It represents the efforts of students, families, school faculties, and the staff working with the grant, **Best Practices for Educating Students With Serious Emotional Disturbance in Their Local Public Schools**. It adds to the information provided in *A Positive Approach To Understanding and Addressing Challenging Behaviors* through a series of steps and worksheets designed to help a student's individual support team gather information that leads to an increased understanding about the student and his or her needs, and then develop an educational program which includes appropriate supports and accommodations. The first section of the manual helps you establish the team. The second section helps the team identify the student's strengths and needs. The third section helps the team determine prevention, replacement behaviors and response strategies for the student's plan. The final section includes blank worksheets for your use. Throughout the manual, a case study is presented to illustrate how to go through this process and use the worksheets. Since this manual primarily describes a process, we hope that individual student support teams will select the worksheets that are relevant to their own situation once all the materials have been reviewed. We hope that individual schools and teams will build upon these materials, adapting them to better meet their needs. Based on our experience, this type of team effort generally leads to a greater level of success.

In Our Voices

This student profile is based on the perspectives and feelings of various parents, students, educators, and other service providers that have participated in the Best Practices grant over the three years of the project. The descriptions of the student, parent, and educators reflect common themes that have been illuminated through our qualitative research, and our daily interactions with family members, students, and school staff. Any resemblance to actual persons or situations is purely coincidental.

Regular Educator:

I don't know what to do anymore. Sarah has been in my classroom for three months and I'm not getting anywhere with her. I have met with her parents, tried talking with her directly, sought advice from the special educator, and I've even asked for assistance from the administration. None of my efforts seem to make a difference, and I'm worried that the other students' education is being affected. I've been a teacher for 15 years and I've never felt this much at a loss. I've had difficult situations in the past, but I've always been able to handle them myself or with assistance from the special educator. I feel so alone in this.

How can I be expected to include kids with such serious behavior problems in my classroom if I've never learned what to do? We did have some basic instruction on behavior principles as a graduate student, and there were those few psychology classes that I took, but all that doesn't seem to help when I am actually in the classroom with a student as aggressive and disruptive as Sarah. Maybe it has something to do with my teaching. Maybe Sarah just doesn't like me.

I think I need to get some further help with Sarah. I just can't do it alone anymore. Last week I finally went to talk with the special educator about my struggles with Sarah and to see if she had any suggestions. She mentioned that other teachers were also having a difficult time with Sarah and even admitted that she too was feeling frustrated. After talking about the situation, Ms. Macy suggested that we try using a collaborative teaming approach that she remembered hearing about at a conference. She suggested that I be the one to call Sarah's mother and talk with her about it, given that they have had some difficulties in the past. I'm somewhat nervous about calling her, given that some of our interactions in the past have also been a little tense. I guess that's probably because the focus of our conversations has always been on what Sarah has done wrong. I hope we can do something different now. The difficult part will be talking with the principal about involving more people in this process and the time it will take to put together a plan. I don't want her to think I'm doing a bad job or that I can't handle the students in my class.

PARENT:

I don't know what to do anymore. Sarah has always been difficult but recently it is putting more of a strain on our marriage. We've worn out our resources with our friends and relatives and I feel like I rarely get a break. I don't know who to turn to anymore, I feel so alone.

Sometimes I worry that I'm not being as good a parent as I should be to Sarah, even though I love my daughter so much. Maybe Sarah's problems really are my fault. I can't believe I could have fallen in love with someone who sexually molested our daughter. How could I have not seen what was happening. I know he threatened her to keep it a secret. I never had any idea of what he was doing until Sarah finally told me that he was touching her "private parts." Still, I'm her mother, I should have known what was going on. I can still remember how I felt at that moment as clear as if it were yesterday. I'm so glad that he is out of our lives now. My new husband is so good to Sarah, but I know she has a hard time trusting him because of the past abuse.

I wonder whether things would have been difficult for Sarah anyway. She was always such an irritable, hyper child, from the day she was born. Despite all the problems, I love Sarah so much. She can be so sweet and loving. She's just great with her little sister and always goes out of her way to help people who are less fortunate than herself. I just hope I can find a way to help her before she really gets herself in trouble now that she's going to be a teenager.

Lately, the biggest problems seem to occur at school. I'm always getting calls from Sarah's teachers about something she's done wrong. I don't know what to do anymore. I hope we can find some way to work this out because I don't know how much longer I can take it.

STUDENT:

Nobody understands me. Sometimes I don't understand myself. I keep getting in trouble in school. Half the time I don't even know why I do the things I do. I'll get so angry at someone that I just lose it and start screaming and hitting. Even in the middle of a tantrum I'll think to myself, "I shouldn't be doing this," but I just can't stop myself once I get like that. People think I'm just trying to get my way...and I guess sometimes I am. But what I really want is just to feel good and be liked. I just wish I had some friends. I feel so alone.

Sometimes I feel like I'm just a bad person. I have to be. Why else would my father touch me—I must have been doing something to ask for it. People say it's not my fault, but I don't really believe them. I know I want people to like me, but I don't know why they would.

10

On the bad days, I just want to drop out of school or out of life. But when I'm feeling OK, I realize there are things about school that I like. I'm pretty good at math and science and if I could just be at the computer all day I'd be happy. I like to run also. Running helps me sort out my thoughts and seems to calm me down when I'm upset. Sometimes I'd like to never stop running.

I really wish I had more friends. Sometimes I think people like me, but there's no one I feel all that comfortable with at school. I guess some people may be afraid of me because of my temper. My teacher, Ms. Chang is pretty cool. But it's hard to let her or anyone know that I really like them. Just like with my Mom's new husband. He's not so bad, but I don't exactly trust him either. Every time I get close to someone they either hurt me or leave.

Sometimes I feel like no one really listens to what I have to say because of all the problems I've had in the past. I'd just like to have a say in something in my life for a change.

SPECIAL EDUCATOR:

I don't know what to do anymore. I feel so helpless. All the training I've had, yet I still don't know what to do when the teacher comes to me for assistance. I feel liked I've used my whole bag of tricks and nothing has worked consistently. Sarah's behavior problems seem so extreme and they're just getting worse. In graduate school I learned the basics regarding behavior plans and that seemed to work with most students. But I never had extensive training in working with students like Sarah, who demonstrate such severe behaviors. I get the impression everybody thinks it's up to me to come up with all the plans for this student. With special education so separate, I feel totally alone in this process.

It's so hard to figure out who has responsibility for what. Sarah is on my caseload, but she is in regular classes for most of the day. I'm also not sure who should be talking with Sarah's parents about the difficulties she's having. When Ms. Chang talked about the struggles she was having with Sarah, I suggested that she call Sarah's mother. I know it was passing the buck, but I guess I was feeling a little incompetent. As the special educator, sometimes I feel like I should have all the answers. Besides, it's always been a little tense communicating with Sarah's parents. I get the sense they would like me to be doing more, to solve all of Sarah's problems. It feels so overwhelming, especially when I have so many other students on my caseload as well.

Despite my hesitations, I think we really are at the point where we need to enlist the help of Sarah's parents, and anyone else who has any ideas. I just can't do this alone anymore. I think I'm willing to try anything right now.

Establishing the Team

Obtaining Family Input

PARENT:

I got a call from Sarah's teacher last week. She wanted to meet me for coffee and talk about Sarah. I had this sense of dread when I heard her voice. My initial thought was "Here we go again. What has Sarah done now?" I was totally surprised when she said that she just wanted to talk to me about getting a group of people together to work on a plan that would support Sarah on an ongoing basis, not just when she was having problems.

When we actually met, I have to admit, I was still a bit apprehensive...well, maybe more than a bit. Ms. Chang shared with me her feelings of frustration and incompetence. I always thought the teacher had all the answers and blamed me for all of Sarah's problems. She said that she really didn't want to give up on Sarah, and wanted my help to make school better for Sarah. That sure was different! I thought for sure she'd want to talk with me about how to get Sarah out of the school altogether, as so many have done in the past. I was amazed that she wanted to keep working with Sarah when she was obviously so frustrated. I certainly know that feeling. I guess maybe we're more alike in some ways than I thought.

The school wanted to get a group of people together to talk about brainstorming new ways to help Sarah deal with difficult situations and also how they could put in supports to make school more tolerable for Sarah. I thought I must have been hallucinating when Ms. Chang asked me to choose the people that I felt were the most critical to have on the team. She even offered to help out with finding child care and transportation if I needed it.

As I was driving home, I thought that maybe this all sounded a little too good to be true. I don't what to get my hopes up, just to be let down one more time. I guess I'll reserve judgment until I see some action.

Forming the Individual Student Support Team

This section is important because...

Too frequently the family of a student with significant behavioral or emotional challenges has very little input into what happens in the student's educational plan. Typically plans are developed by the special educator or a team of educators at the school, and then the student's family is invited to a meeting to hear about that plan. The family is also called when things are not going well; and they're invited to meetings when things are especially difficult and new strategies are going to be used. Unfortunately, much of the family's contact with the school involves negative experiences related to their child. Rarely is the family consulted as an expert of their child, especially considering that they know their child best and are the only persons who will have a life long investment in what happens. It's therefore not surprising that many families often become less available and open to maintaining this type of contact with their child's school. In order to ensure that the family truly has an opportunity to meaningfully participate in developing their child's educational plan, and that the plan accurately reflects the student's needs, it is suggested that educational teams for students start with the family. The following worksheet outlines some suggestions for how to build a team for a student which starts with the family as the primary members.

Steps to follow in completing this form

1. Starting with step 1 on the worksheet, someone in the school environment, home or community initially needs to suggest that the student requires more support.
2. The parents need to be contacted by concerned school staff (i.e., administrator of building, the special educator who has a relationship with them, the teacher making the referral, or a staff person who has a good rapport with the student, etc.) and the need and purpose of a support team should be explained to them.
3. The parents should then be asked who they think would be a valuable and necessary member of their child's support team. If the parents do not list themselves, they need to be invited with an explanation of why it is essential that they have input into their child's plan.
4. An initial meeting date, time and location is set to insure that the parents can attend. The family is encouraged to bring a friend or advocate.
5. Assistance is offered to the parents for child care or transportation if this is an issue. The school then invites the individuals suggested by the family.

Helpful Hints

In order for the parents to feel more comfortable, the school staff might visit the family at home, or at a neutral place, to discuss forming the team.

If the family seems hesitant or doesn't know about the various parent support programs, information should be provided on the advocacy programs available for them. The family can be asked why they're hesitant; then the school has a chance to address their concerns or obstacles.

Forming the Student Support Team Checklist

Student: Sarah   Date Initiated: October

Staff Member(s) Initiating the Process: Special educator

Check off and initial each step as it is completed ✓

1. Classroom teacher, Basic Staffing Team (for students who are enrolled in special education), principal or Instructional Support Team determines that the student requires more support than typically provided by the school. ● → 9/5
2. One or two concerned staff members visit the family and discusses the need for developing a team to support the student. ● 9/8
3. The family is asked to identify who should be on the team. ● 9/8
4. The family members are invited to be fully participating members of the team. ● 9/8
5. An initial meeting date, time and location is set with the family to insure their ability to attend. ● 9/15
6. The family is encouraged to bring a friend or advocate. ● 9/8
7. The family is offered assistance to find child care for the meeting. ● 9/8
8. The family is offered transportation to the meeting. ● 9/8
9. The school invites other identified team members to attend the initial meeting. ● 9/9
10. The initial meeting is held. ● 9/15

Identify Age Appropriate Needs

STUDENT:

It seems kind of strange that all of a sudden people are asking me what I would like to have happen at school. At first I didn't really trust them, so I didn't say much. But then I was listening to what they thought I needed. Some of it was OK, but mostly they don't really have a clue what 12 year olds want. Like in the community, they thought counseling should be a priority. I guess it would be nice to have someone to talk to, but what I want more than anything are some friends my own age. As I was listening to them talk about the counseling idea, I finally got up the courage to say what I thought I needed.

Sometimes I felt like they were really listening. Like when I talked about what kinds of things I liked doing at school; the computer, gym, math, and science. But other times, I got the feeling they thought I was nuts—like when I said I really needed a phone of my own at home. I thought my Mom was going to go through the roof, but we wrote it down anyway. At first, all the ideas they came up with had to do with rules, consistency, and safety. Finally, we agreed on things we all felt were important, like friends and things to do after school. We'll see if any of this actually happens.

Blueprint of Needs

This section is important because...

*The **Blueprint of Needs** is a useful beginning activity for several important reasons. First, it gives team members a chance to discuss and focus in on what children and youth of a similar age typically need from home, school and community settings. Team members then look at the student's needs in relation to the needs of typical age-mates and select initial priorities that the student's plan should address in home, school and community settings. This activity gives the team a broad perspective of the student's needs. Second, the blueprint gives the team a basis for determining if additional members need to be added to the teams. For example, if it becomes apparent that a paid job is a priority need for the student, the team might consider adding a vocational educator or a vocational rehabilitation counselor to the team. Finally, the Blueprint forms a basis for the team to develop realistic and meaningful goals for the team and for individual team members. This should help guide the team when developing the more detailed plan for addressing those needs. Completion of the worksheet represents the student's priority needs at home, in school and in the community.*

Steps to follow in completing this form

1. Briefly discuss who the student is and provide general information about the student (e.g., age, where the student lives, student's major strengths and likes) to the team.
2. Ask the questions: What do the student's age-mates typically need at home (e.g., love, a phone, own room, responsibility), in school (e.g., choices, "in" clothes, an adult who cares) and in the community (e.g., money to spend, access to transportation, after school activities)?
3. On a blank sheet of paper, draw a circle in the center. Write "Home" in the circle. As a team, brainstorm typical needs of similar aged students at home. Write those needs on your page. When completed, circle with a different colored pen or marker those needs which are a priority for your student. Then on the student's sheet, list those priority needs for home in the inner ring titled "Home." Repeat the above for "School" and "Community."

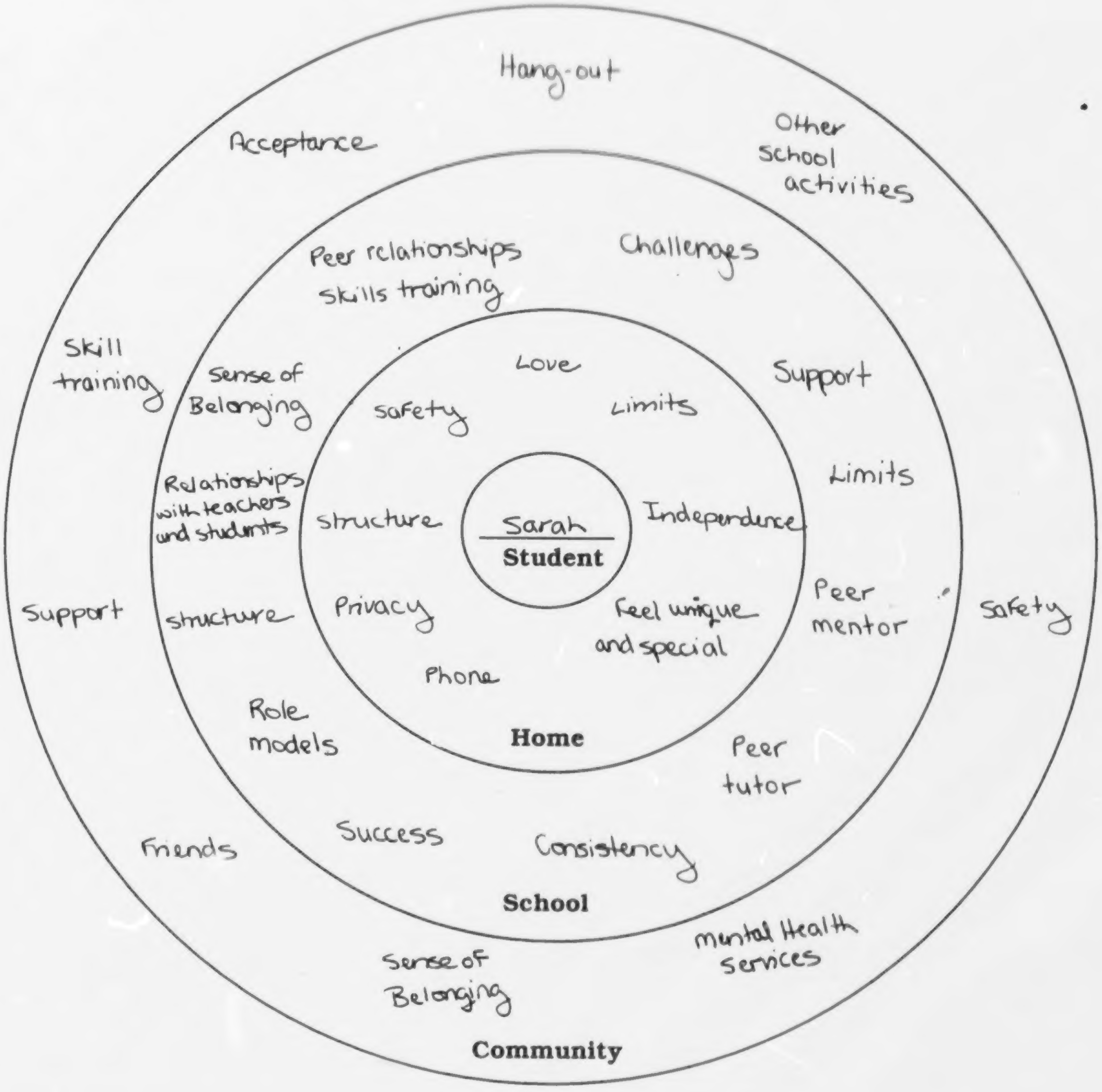
Helpful Hints

The student should be included in this activity because he or she may identify things across environments that are different from the other team members.

Blueprint of Needs
Home - School - Community

Student: Sarah

Date: October



Review Team Membership/Working Together

TEACHER:

At first I thought that this was going to be like every other meeting; everybody talking at once, no one listening to anyone else, people leaving the meeting angry and feeling like nothing was accomplished. But then we started to openly talk about who else should be on the team and why. That was an interesting discussion. Sarah actually suggested Ms. Jones who works in the cafeteria. Everyone looked kind of surprised. But I guess it makes a lot of sense. She's the one who talks to Sarah whenever she's sitting alone for lunch. I think we came up with a pretty good working group. It took a lot longer than I anticipated to come up with the list and at times it was somewhat awkward. I was afraid of people feeling left out or hurt.

We went through developing team and individual goals. Despite the fact that it took up some time, at least we're all working towards the same general thing now. Even though some of it seemed like common sense, I thought that coming up with norms was helpful. For once, it's out on the table what the expectations are and I don't have to worry as much about people jumping down my throat. Although, who knows. We'll see how well people actually practice what they preach. As we get to know each other better, I suppose that will also help me feel safer saying what I think.

At first, I wasn't sure that I liked the Team Meeting Worksheet. It seemed so rigid and over-structured having everyone assigned a specific role. But when we actually started using it, it kind of made some sense. It was nice not to have the same person run the meeting every time. Even though I was nervous about facilitating, I think it will be a good experience for me to run a meeting. I bet the special educator also liked not having sole responsibility. I was thinking too that Sarah's mother might feel more involved if she has a specific role at the meetings. I have to say, the meetings also went a lot smoother when there was a set agenda. It took a long time to come up with a consistent meeting time when everyone could attend, but I think it was worth it. At least this way I can plan in advance and I won't have to worry about having meetings every time there's a crisis.

Team Member Worksheet

This section is important because...

The ability of a group of individuals to create an effective Individual Student Support Plan depends greatly on the creativity and commitment of team members, the ability of team members to work collaboratively, and the composition of the team. Once the parents commit to forming an Individual Student Support team around their child and identify the primary persons that they feel should be part of their child's team, the team then identifies what the child's primary needs are across the home, community and school through the ***Blueprint of Needs****. Identification of the child's needs across environments usually generates other potential persons that need to be part of the child's core team or extended team. "Core Team" members are those persons who work most closely with, and have the greatest impact on the student's life (e.g., parents, teachers, peers, case managers, special educator, administrator, student), and they meet on a regular basis. "Extended Team" members are usually those persons who are involved with the student in an important but less frequent way (e.g., child protection services, mental health professional, family physician), and they attend the student's team meetings based on the agenda. Completion of the Team Membership activity generates a list of people who are potential members of the student's core and extended teams.*

Steps to follow in completing this form

1. Following completion of the **Blueprint of Needs** activity, it may become apparent that additional persons should be added to the team.
2. If it appears that other members are needed, the team should brainstorm who all the possible persons are. Next, team members should discuss and consider the advantages and disadvantages of having each of those persons as team members.
3. Once there is consensus for who the additional team members should be, the initial team members decide who will be invited to be core team members, and who will be invited to be extended team members.
4. The core and extended team members are then contacted and asked if they would be interested in being part of the student's individual support team, and they are invited to attend the next team meeting.

Helpful Hints

A person is not included on the student's team when: participation will be adverse to the student; the student or parent requests that the person is not included; or the person is unwilling or unable to be part of the team.

One team member can meet individually with the student and family and ask them who he/she would like to be on their core team and extended team.

This form can raise many sensitive issues when discussing the advantages and disadvantages of various individuals being part of the team. Therefore, all team members should be reminded that the purpose of this activity is to identify who will be a support and resource in developing the student's plan, and not to vent personal opinions about the person.

Team Member Worksheet

Person	Advantages to Participation	Disadvantages to Participation	Core or Extended Team Membership?
The Student's Parents	1. Knowledge of student 2. Commitment to the student	1. Will loose work time 2. Timing of the meetings	Core ■ Extended ☐ No ☐
The Student	1. increased reliability of the plan 2 accurate plan	1. discomfort in groups 2. Possible time away from class activities	Core ■ Extended ☐ No ☐
Student's Classroom Teacher(s)	1. Spends time with the student daily at school 2. Input into plan that they would be implementing	1. Finding common planning time	Core ■ Extended ☐ No ☐
Other Teachers (e.g., Music, Health, Art)	1. Gym teacher 2. Gets a more rounded, consistent plan	1. Finding common planning time [the regular educator's free time is scheduled during gym]	Core ☐ Extended ■ No ☐
Instructional Assistants	1. Spend the most one-to-one time with the student at school. 2. Responsible for doing plan	1. Common planning time is difficult to find.	Core ■ Extended ☐ No ☐
Student's Peers	1. Support for the student 2. would provide peer's perspective	1. Discomfort with group meeting.	Core ☐ Extended ■ No ☐
Special Educator	1. Knows the student and wrote the individual education plan. 2. knows the family	1. may have a history with the family	Core ■ Extended ☐ No ☐
Guidance	1. Planning courses and direct instruction for affective skill curriculums	1. Common planning time is difficult to schedule.	Core ☐ Extended ■ No ☐
Community Providers (e.g. [✓ Mental Health] Child Protective Services)	1. Brings mental Health perspective and needs to planning sessions	1. Finding common planning time.	Core ☐ Extended ■ No ☐
School Administrator	1. Ability to enforce and support plans through policy making. 2. Access to resources	1. Level of comfort among educational staff	Core ■ Extended ☐ No ☐
Other: cafeteria worker	1. Student has an official mentor relationship with them.	1. would need release time and possibly pay to attend meetings.	Core ☐ Extended ■ No ☐
Other:			Core ☐ Extended ☐ No ☐

Team Goals

This section is important because...

Initial goal-setting provides a focus for future planning. It is also easier to monitor ongoing progress if there are clear criteria. Deciding on an endpoint enables team members to know when they can stop teaming or add new goals. Often, team members enter into teams with widely divergent goals or different priorities. This can frequently lead to conflict if individual agendas are not discussed openly as a group. If consensus is reached at the start, it will facilitate the process of collaboration. When goals are established as a group from the onset, individual team members will feel more invested in the process than if goals are set a priori by just one or a few individuals. Completion of this section of the process defines specific agreed upon goals that all team members have in common.

Steps to follow in completing this form

1. Brainstorm as a group the purpose of meeting. Consider what you would like to accomplish as a team and what the focus of planning should be.
2. Write down all the ideas, then discuss as a group.
3. Select as team goals items for which there is team consensus. Write these goals on the form.
4. Throughout the year, monitor progress on your team goals. The team may need to modify or add new goals depending on the student's progress and the particular circumstances.

Helpful Hints

When brainstorming with your team, record ideas on an easel pad or black board so that everyone can view all of the suggested goals.

To facilitate people taking the risk to make suggestions, or the "quiet" team member sharing an idea, do not judge or criticize a team member's suggested goals during brainstorming.

It's OK to have broad goals (e.g., improve behavior of student) and/or specific goals (e.g., decrease physical aggression).

If the team is struggling with getting consensus on goals and it appears to be holding up the process indefinitely, consider moving on to other forms and then returning to the goal sheet at a later time.

Team Goals

Team: Sarah's team **Date:** October

Team Goals

Why are we meeting? What do we hope to accomplish as a team?
What is the focus of our planning?

1. To create a coordinated support plan For Sarah that meets a continuum of needs.
2. To dwelop a process to work collaboratively with each other to support Sarah (and other students).
3. To find ways to better use time.

My Individual Goals

This section is important because...

While the group as a whole needs to generate common goals, there may also be personal interests or expectations that individual members hope to satisfy by being on the team. For example, a team member may have limited experience with collaborative teaming and hopes to improve his or her skills in this realm. Thus, individual goal setting can help guide professional development, while also supporting a particular student. In addition, individual goal setting provides an opportunity for people to share their areas of expertise and interest (e.g., it may be a goal of the family member to share ideas with the team regarding effective behavior management strategies). Completion of this section clarifies for everyone what each individual team member hopes to accomplish through their participation and membership on the student's support team.

Steps to follow in completing this form

1. Record your reasons for being on the team. Consider goals that relate to your professional and personal development, as well as those which will specifically serve the student.

2. Monitor progress on your personal goals throughout the year. Team members may wish to modify their individual goals or add new ones.

Helpful Hints

The following questions are helpful in generating individual goals:
- *Why am I on this team?*
- *What do I hope to accomplish as a team member?*
- *How can I improve myself through this experience?*
- *What can I offer to the team?*

Individual goals do not necessarily need to be shared with other team members. This is a decision that can be made as a team or personally.

If it is difficult to generate personal goals from the onset, this task can be postponed until you are more familiar with the teaming process. It is also appropriate to modify or add goals throughout the year.

My Individual Goals

Team: Sarah's Team **Date:** October

My Individual Goals

Why am I a member of this team? What do I hope to accomplish as a team member? How can I improve myself through this experience? What can I offer to the team?

1. To improve my working relationship with the school
2. To see that Sarah's educational, social and emotional needs get met.

Group Norms

This section is important because...

It is useful to have norms so that all team members are operating under the same assumptions. Norms are the basic values or guidelines that all team members should respect or follow to promote positive team functioning. By establishing group norms at the onset, it also helps to minimize future conflict or at least provide a safe environment to discuss differences of opinion. While rules are specific to a particular team, there are certain common norms that many teams adopt because they reflect ethical codes of different professions (e.g., confidentiality), social mores (e.g., treating each other with respect), or common practical concerns (e.g., meetings will start and end on time). Completion of this section provides a list of specific guidelines for positive team functioning.

Steps to follow in completing this form

1. As a team, brainstorm codes of behavior, values, or ethical guidelines that you would like all members to follow during meetings and with respect to the general planning process.
2. Once all ideas are recorded, discuss the implications of each as a group.
3. Select as group norms all items for which there is team consensus.
4. Reassess norms at different points throughout the year. Modify or add new ones as necessary.

Helpful Hints

If one or two team members seem to dominate discussions, or if one team member does not share ideas easily, brainstorming "silently" can be an effective strategy. First, have all team members write down their ideas individually on small pieces of paper, one idea per piece of paper. All the completed pieces of paper are placed in the center of the table. Second, have one team member read the ideas, arranging similar ideas into groups. Third, have team members individually think about the ideas generated, modifying or adding to them. Finally as a group, discuss all the ideas, picking the ones which seem most likely to succeed.

To free up ideas about what are important norms for the student's team to have, team members can first consider what they feel are important norms for all teams to have to function effectively. After completing this list as a group, the team can go back and check which norms they feel are important for the student's support team. Additional ideas can then be piggybacked on to these suggestions.

If the team is struggling with getting consensus on norms, rewording certain suggestions may help the group to arrive at a compromise. At a minimum, try to get a few basic norms recorded because it will guide your teaming process. Changes or additions can be made as needed.

Group Norms

Team: Sarah **Date:** October

Sample Norms: *Start meeting on time, share team roles (facilitator, note keeper, timekeeper), express feelings, share resources, listen to each other, treat each other with respect, process after each meeting.*

1. Be on time For meetings
2. Share roles
3. Decision making by consensus
4. Equal responsibilities For successes and Failures
5. Celebrate accomplishments

Team Meeting Worksheet

This section is important because...

Working together as a collaborative team takes a lot of practice. Unfortunately, most of us have spent much of our adult lives working independently with little opportunity to work closely with a group towards some goal. Probably the closest experience any of us have had is in playing a team sport. The Team Meeting Worksheet is designed to help facilitate your individual student support team to work together collaboratively. It is also an effective tool to help your team: record what is discussed at the meeting; communicate information from the meeting to persons who need to know; share roles and responsibilities; generate agenda items for each meeting; and structure the meeting so that everyone's agenda items can be addressed. Typically, individual student support teams identify several roles to help facilitate the collaborative process (e.g., facilitator, recorder, timekeeper, encourager). The facilitator's main role is to help the team move through the agenda. The recorder is primarily responsible for taking notes. The timekeeper makes sure the agenda items are not going over the allotted time. The encourager checks to make sure everyone has been able to share their thoughts on an agenda item. Depending on the strengths and needs of your individual student support team, different roles can be created and used. Completion of the ***Team Meeting Worksheet*** *provides a record of team member roles, the agenda items and amount of time designated for each, who was present and absent, the agenda for the next meeting and the current and next meeting dates.*

Steps to follow in completing this form

1. The team should pick roles for the meeting (e.g., facilitator, recorder, timekeeper, encourager, etc.). Once the roles have been established for the meeting, the recorder should enter them on the worksheet under "Roles," as well as the date, the student's name (or code name, number), the names of team members who are present and absent.

2. Next, the facilitator should ask the team what they have for agenda items for the meeting (if they are not already generated at a previous meeting). The facilitator should also ask how much time is needed for each agenda item. The recorder writes down the agenda items and the time allotted.

3. As the team discusses the agenda items, the recorder writes notes about the agenda items under the heading "Minutes." If tasks are generated that need to be completed by a team member, what the person needs to do is entered under "Task," who will complete the task is entered under the heading "Person Responsible," and the date that the task is to be completed under the heading "Completed by (Date)."

4. At the end of the meeting, the facilitator asks the team if there are any agenda items for the next meeting. The recorder enters the agenda items under "Agenda for the Next Meeting." The date for the next meeting is determined by the team and the recorder enters the date under "Next Meeting Date."

Team Meeting Worksheet

Student: Sarah **Date:** October

Team Members Present:	Team Members Absent:	Information Backup:
Mrs. Washington (mom)	Mr. Washington (Father)	Mr. Washington ✓
Ms. Franklin	Sarah	Sarah ✓
Ms. Macy		
Mr. Chang		
Ms. Beebee		

Roles	For This Meeting	For Next Meeting
Facilitator:	Ms. Macy	Ms. Beebee
Recorder:	Ms. Franklin	Ms. Macy
Timekeeper:	Mrs. Washington	Mr. Chang
Encourager:	Mr. Chang	Mrs. Washington
Other:		

Agenda For This Meeting	Time Limit:
1. Team member worksheet	45 minutes
2. Update at school	5 minutes
3. Update at home	5 minutes
4.	

Agenda For The Next Meeting	Next Meeting Date:
1. Team Goals	late October
2. Individual Goals	
3. Norms	

Team Meeting Worksheet

Minutes	Task	Person(s) Responsible	Completed by (Date)
The core team will consist of: Mr. + Mrs. Washington (parents) Sarah (student) Mr. Chang (homeroom teacher) Ms. Franklin (instructional assistant) Ms. Macy (special educator) Ms. Beebee (administrator) The extended team will consist of: Mr. Stevens (computer) Ms. Gonzalaz (phys. ed.) Josy (friend) Mr. Ford (guidance) Ms. Jones (cafeteria) Ms. Forrester (mental health) See "Team Member Worksheet" for additional comments about our discussion.	Ms. Franklin will remind Sarah about attending the next meeting. She will process with Sarah about this meeting.	Ms. Franklin	just before next team meeting in late Oct.
	Check with Sarah to see if there are any other persons outside of school who should be part of her team.	Mrs. Washington	before next team meeting in late October

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Team Management Plan

This section is important because...

All teams function better if they have a predictable plan for how they will operate. The **Team Management Plan** *provides a schedule of meetings, clarification of team membership (e.g., core or extended team member), and defining of role responsibilities (e.g., who arranges additional meetings, parent contact person, student contact person, person responsible for supervising teaching assistant, who monitors various needs of student). Completion of the form provides a predictable plan for how the individual student planning team will operate.*

Steps to follow in completing this form

1. List the name of the student (or code name or number) and the school year. Then as a team, enter the names of the core team members under "Core Planning Team Members" and what their role is in relation to the student. Then enter the names of the extended team members under "Extended Planning Team Members" and what their role is and if they are to receive the minutes after each meeting.

2. Next, as a team, determine when the core team will meet (e.g., what day of the week they will meet, what time, whether the team will meet every week or when); and when the extended team will meet (e.g., what day of the week, what time, and how often). Record this information in the box in the center of the page.

3. Then determine who will be responsible for arranging additional meetings, who will be the primary parent contact person, who will be the primary student contact person, how the parents or student will be kept informed if they cannot attend meetings, who will supervise the teaching assistant, and who will monitor the student's plan. This information can be entered in the section below the box.

Helpful Hints

Even though the form appears straightforward, planning a team meeting time can be a very complicated process. Frequently, team members do not have a common time available. Parents, too, are often working, caring for other siblings during school hours, or do not have transportation to get to the school. Therefore, creating common planning time requires creativity, flexibility, and administrative support for school staff and other agency members.

Some suggestions for creating common planning time include: using parent volunteers to cover classes; scheduling meetings for the beginning of the day or at the end of the day; using substitutes or other school personnel to cover classes; rotating location of meetings between the school, other agency locations, a neutral place in the community or the family's residence; and providing childcare and transportation for the parents.

Team Management Plan

Student: Sarah Year:

Core Planning Team Members:	Position:
Sarah's mother and Father, Sarah	Family and student
Ms. Franklin	instructional assistant
Ms. Macy	special educator
ms. Beebee	administrator
Mr. Chang	homeroom teacher

Extended Planning Team Members:	Position:	Info. Backup:
mr. Stevens	computer	meeting minutes
ms. Gonzalaz	physical education	meeting minutes
Josy	friend	
mr. Ford	guidance	minutes
ms. Jones	cafeteria worker	minutes
ms. Forrester	mental Health	minutes

When will the the Team meet during the school year?

Core Team:
Day of Week: Wednesday Time: 8:00 AM
Weekly ☐ Every Other Week ☒
Monthly ☐
Other

Extended Team:
Day of Week Wednesday Time 8:00 AM
Weekly ☐ Every Other Week ☐
Monthly ☒
Other

If additional meetings (core or extended) are needed who will be responsible for arranging them? Ms. Macy

Who is the primary parent contact person? Ms. Macy

Who is the primary student contact person? Ms. Franklin

If the student or his/her parents cannot attend meetings, how will the team keep them informed and solicit their input? mail team meeting minutes, call them before and after the meeting

Who is primarily responsible for supervision of teaching assistant?
Ms. Macy

Who is primarily responsible for monitoring the student's:

- physical management needs Ms Franklin
- social/emotional needs ms Franklin
- relationships/friendships Mr. Ford
- transitions between activities or classes Ms. Franklin
- Other: after school activities possibly mental health respite worker

Identifying Student Strengths and Needs

History

SPECIAL EDUCATOR:

At first I didn't understand why we were gathering all this information. It seemed like this process was just about more paperwork. I didn't see the point in relisting information that was already in different documents. Sarah's mother said that she thought it was confusing to have so many forms, each with different pieces of information. That kind of made sense to me. I guess a concise summary of both the assessment information and the IEP goals would be helpful in determining what we've already done and where the gaps are. This way we won't replicate services that have already been tried and didn't work. For that matter, I suppose it would be helpful to also remember those things that *have* worked in the past. I don't think I've ever pulled it all together in this way—aside from those long drawn out three year comprehensive evaluations.

My job was to pull together all of this information and present it to the team. As I was completing the Summary of Services, I realized that Sarah had not received any support services from peers, which was something new that we have been trying to set up for other students in the school. I also realized that there were many different times that the same services were continued, or restarted when they had not been helpful previously. It also occurred to me that she's switched counselors three times—I wonder what the impact of that has been for her.

Although the process of pulling together all of this information was time consuming, our administrator freed up some of my time to do this by having Sarah's paraprofessional take over the case management for Sarah for a week. I found that when I reviewed the information it helped everyone to have an understanding of what services were in place for Sarah, what recommendations had come out of past assessments, and who were the other important agencies in the picture. That interagency form was also really helpful when I had to go make phone calls. It was much more convenient to have all the information in one place, as opposed to searching all over for each number, as I usually do.

Interagency Information

This section is important because...

Students with emotional and behavioral disorders frequently have complex needs which occur across settings (i.e., home, school, community). Many services may be in place for a student and there can be a duplication of services or gaps in the types of supports needed. Therefore it is extremely helpful to have at least one place in the student's records where there is an accurate listing of who the service providers are, how they can be reached, and what kinds of services they are providing. This worksheet provides a form for gathering the above information.

Steps to follow in completing this form

1. This worksheet can be completed by one individual and the family of the student, or by the family alone. Usually the family is the best source about interagency involvement, but like most people, they need to be informed about the task and what is needed so that they can bring the appropriate information.
2. Complete each of the relevant sections for the student, considering the domains of home, school, mental health, social services, health, juvenile justice, and vocational.
3. Once this worksheet is completed, the information can be shared with the student's team.

Helpful Hints

The completed form should be put in the student's records for easy access in the future.

This form should be revisited and updated as there are changes in services provided to the student.

Interagency Information

Student: Sarah Date: October

Home

Parents'/Guardian's Names Alice and John Washington
Address 42 Blossom La., Hyde Park, USA Telephone: (H) 321-1234 (W) 345-9876
Where does the student reside (if different from above):
Foster home ☐ Independent apartment ☐ Residential facility ☐
With relative ☐ Group home ☐ Supervised apartment ☐ Other ☐
Address

School

School Park West Town Hyde Park Grade sixth
Contact person ms. macy Position special educator Telephone 321-4320
School attended last year

Mental Health

Is the student involved with Mental Health? Yes ☒ No ☐
Nature of contact Assessment ☐ Counseling/Therapy ☒ Respite ☐ Other ☐
Contact person Dr. Freedman Telephone
Frequency of contact one time a month

Social Services

Is the student involved with Social Services? Yes ☐ No ☒
Case worker Telephone
Frequency of contact Is the student in state custody? Yes ☐ No ☐

Health

Does the student require on-going medical care? Yes ☐ No ☒
Contact person Agency Title
Frequency of contact

Juvenile Justice

Is the student involved with the Juvenile Justice system? Yes ☐ No ☒
Student legal status
Contact person Title Telephone
Frequency of contact

Vocational

Does the student receive vocation services? Yes ☐ No ☒
Nature of service Assessment ☐ School Services ☐ Community Services ☐
Other
Contact Person Agency Title
Frequency of contact Telephone

Summary of Services

This section is important because...

This information helps the student's educational team identify: the range of services currently provided; what services have been received previously; when the services were started; if and when the services were stopped, and if discontinued, why; whether the student is part of special education or Chapter I services; and what services may be needed in the future when developing a comprehensive support plan. Completion of this summary can also assist the educational team in identifying services which have been effective and yet not continued, services which have been ongoing with no clear outcome, and duplications in services provided. Completion of the ***Summary of Services*** *provides a concise history and record of services that should be included in the student's file.*

Steps to follow in completing this form

1. Briefly discuss what "services" means and provide an example (e.g., the student meets with the speech and language specialist for articulation needs). It is helpful to have a copy of the student's educational records available, for the parents to have documentation of services provided outside of school, and/or for persons to be invited who are familiar with the student's history of services.
2. Ask question: Does the student receive special education services currently? Have they received them in the past? If special education services are or have been provided, write down who the provider or organization is/was, when these services were started, and if discontinued, when these services were stopped and why. Add clarifiers for this information under Comments. For example, "program was successful."
3. Repeat for each of the remaining types of services, Chapter I, Speech/Language, Occupational Therapy, Physical Therapy, Counseling, Psychological, Social Work, and State consultation.
4. Repeat for any additional services, list them under "other."

Helpful Hints

Have one team member complete this form prior to the team meeting and then share the information with the rest of the team.

Summary of Services

Student: Sarah

Date: October

Service	Provider Name/Organization	Date Started	Date Stopped	Comments
Special Education	individual education plan	'89	ongoing	
Chapter 1	reading, written language	'88	'89	
Speech/ Language	pragmatic language	'89	'90	
Occupational Therapy/ Physical Therapy	none			
Vocational	none			
Counseling	peer support affective curriculum	'87	ongoing	
Psychological	Mental Health Counseling	'87-'88 '91-'92 '93-	ongoing	
Social Work	abuse investigation	'87		substantiate
State Consultant				
Other				

Assessment History

This section is important because...

The summary of this information can assist the educational team in identifying strengths, interests and needs that the student has, knowing the student's past history, understanding learning or behavioral approaches or strategies that are most effective with the student, identifying additional supports or accommodations for the student, and possibly identifying the need for additional team members. After the team has competed the ***Summary of Services*** *that the student is receiving or has received in the past, the team should review the assessments that have been completed with the student, e.g., cognitive, behavior, adaptive behavior, affective, occupational or physical therapy, speech and language, and vocational. The completed Assessment Summary provides a consolidated record of the student's evaluations across areas.*

Steps to follow in completing this form

1. Briefly discuss with the educational team what the common assessment tools are across areas, (e.g., WISC III, Woodcock Johnson, Vineland, etc.). It is helpful to have a copy of the student's educational records available, and for the student's parents to bring documentation of assessments that have been completed outside of school.
2. Ask the question: What cognitive assessments have been completed for the student? If a cognitive assessment has been completed with the student, ask the following questions: What was the name of the assessment measure? When was it administered? Who administered the measure? What were the findings? What were the recommendations?
3. Repeat for each of the remaining assessment areas: behavior, adaptive behavior, affective, occupational and physical therapy, speech and language, and vocational.
4. If the student has received an assessment for an area not listed on the summary sheet, list it under "other" and then repeat the above steps.

Helpful Hints

If the student's team includes a special educator or school psychologist, he or she might review the student's assessment history, complete the information on this form prior to the meeting, and then share it with the team.

Assessment History

Student: Sarah Date: October

	Date	Measure	Results	Recommendations
Cognitive	3rd grade	WISC III	verbal = 105 performance = 115 average to high average	involve in hands on activities emphasizing strengths social skills training Learning relaxation skills or self management strategies
Behavior	September	Achenbach CBCL (parent) TRF (teacher) YSR (student)	beyond 98th % on all measures; especially high for hyperactivity + aggression	to set up a behavior plan which includes learning appropriate social skills, how to manage own behavior and relax when agitated
Adaptive Behavior				
Affective				
OT/PT				
Speech/ Language				
Vocational				
Other				

Summary of Accommodations and Individual Education Plan

This section is important because...

Some students have formal accommodations that help them to learn in school even though they are not part of special education. Students who are eligible for special education services usually have a comprehensive educational plan with long and short term objectives, plus accommodations. The plans are designed to address the student's disability and areas of need in the school environment. Sometimes, however, these plans are not readily available to everyone who works with the student, the direct service providers do not know how to use the plan, or the direct service providers are not aware that there is a plan. Completion of this worksheet will provide a concise summary of the student's eligibility for services, and a brief summarization of the student's accommodations and goals/objectives.

Steps to follow in completing this form

1. As a team, determine if the student is eligible to receive special education services or services under Section 504.
2. Next, regardless of eligibility, review the student's records and determine if there are any accommodations that are provided for the student across areas.
3. If the student is part of special education, identify what his or her IEP goals/objectives are, who is responsible for providing services, and how they are being monitored.

Helpful Hints

The student's Section 504 case manager or special educator can complete this worksheet and then summarize it for the team. If the student is in regular education and receives accommodations, his or her teacher could complete the worksheet and then summarize it for the other team members.

It is important to review this worksheet as a team because often there are questions about what the plans mean, who's supposed to carry them out, and how they are supposed to be monitored. In some cases, educational teams are not even aware of a student's eligibility for services!

Summary of Accommodations and Individual Education Plan

Student: Sarah

Date: October

Summary of Current Accommodations

Identified through: Special Education ☒ Section 504 ☐ General Education ☐

Summary of Current IEP Goals/Objectives

1. Behavior -

aggression - For any hitting or pushing, Sarah will leave classroom, go to planning room, and stay out of class 1 day for each incident

2. Social -

sexualized behaviors - For any inappropriate touching, Sarah will talk with the adult present, she will be sent to planning room, her parents will be contacted, she will meet with her counselor to discuss each incident

Student's Schedule

This section is important because...

The ***Student's Schedule*** *is designed to provide all members of the student's individual planning team with an accurate view of what typically occurs in his or her day. The schedule includes the student's entire day, from when he or she wakes up in the morning until bedtime. It's helpful to have the schedule because it provides information about when the student goes to bed and gets up in the morning, what the school day looks like, when he or she eats, what potential social activities occur for the student, what types of interests or activities he or she has outside of school, and what kinds of responsibilities he or she has. For example, it is helpful for a team to know that the student works after school to help the family with farming chores until 9 o'clock each night. It's also helpful for the team to know that a student has no study halls. Completion of this worksheet provides the student's Monday through Friday schedule.*

Steps to follow in completing this form

1. As a team, starting with Monday, list what the student does starting with when he or she gets up in the morning and ending with when he or she goes to bed. Include the student's commute to and from school, his or her classes at school, his or her activities after school, etc.

2. After completing Monday's schedule, continue through the rest of the days, Tuesday through Friday. Once the schedule is completed, review and discuss it as a team.

Helpful Hints

Have each team member (i.e., parents, student, teachers, coach) fill out the schedule for the part of the day that is most familiar to him or her and bring it to the meeting.

When the schedule is completed, review it as a team, looking at amount of sleep, whether the student eats regularly, how they get to school, when the core subjects occur during the day, what and when the student has school activities that he or she likes, what happens for the student after school and in the evening, when does the student see friends, what parts of the day are fun or stressful, what parts of the day are busy or boring, etc.

As a team, look at the schedule and ask if there is any part of the schedule that could be contributing to the student's difficulties. Could some part of the schedule be changed to potentially remediate problems that the student experiences?

Student's Schedule

Student: Sarah

Date: October

Monday*	Tuesday*	Wednesday*	Thursday*	Friday*
8:00 Phys. Ed (gym)	8:00 Music n Art (music room/ art room)	8:00 Phys. Ed. (gym)	8:00 Music n Art (music room/ art room)	8:00 Phy. Ed. (gym)
8:47 Lang. Arts	8:47 Lang Arts	8:47 Lang. Arts	8:45 Lang. Arts	8:47 Lang. Arts
9:35 Reading Skills (rm 24)	→	→	→	9:35 Reading Skills (rm 24)
10:35 Silent Reading	10:35 Library	10:35 Silent Reading	→	→
10:55 Spelling (rm 24)	→	→	→	10:55 Spelling (rm 24)
11:30 Lunch (cafeteria)	→	→	→	11:30 Lunch (cafeteria)
12:00 Recess (playground)	→	→	→	12:00 Recess (playground)
12:30 Math Skills (rm 35)	→	→	→	12:30 Math Skills (rm 35)
1:17 Science (River Project)	1:17 Science (rm 16)	1:17 Science (River Project)	1:17 Science (peer tutoring with 4th grade)	1:17 Science (rm 16)
2:45 Homeroom (rm 24)	2:00 Homeroom (social skills + class meeting)	2:45 Homeroom (rm 24)	2:45 Homeroom (rm 24)	2:00 Homeroom (Learning Lab)
2:50 End of Day	2:50 End of Day	2:50 End of Day	2:50 End of Day	2:50 End of Day

* Enter time of activity, activity name and location of activity.

Focus

STUDENT:

It was so weird for people to be asking and talking to me about my strengths. At first I felt pretty uncomfortable. I'm so used to people always talking about what I do wrong. For a minute, everybody was silent. I was so afraid that no one was going to say anything. But then, Mr. Stevens, the computer teacher, mentioned that I was good at computers. Finally, someone notices that I'm good at something. Maybe they'll even let me use the computers more often now. He even said that I have a good sense of humor—I never thought he appreciated that. I was sure he just thought of me as a wise guy. After that, a lot of people said things about what I could do well. For a few minutes, I even felt like all those other kids that are doing well in school and are really liked by the teachers.

They even asked my Mom what she thought I should be learning in school. To my surprise, she wondered if the teachers could include in their classes some of the things that I really like to do. She even asked if I could do things that weren't just reading, writing, and math—like working on making friends or using the computer for class assignments. I guess maybe my Mom understands me a little more than I thought she did, especially when it comes to wanting friends.

My Mom and I sat down with the special educator to do some of the forms, like the ones about my goals. When we came back to the team, I was sure that they would laugh at our ideas—especially my goals about being a scientist or a singer. I don't know if all of them agreed with us (in fact I'm pretty sure they didn't), but at least nobody laughed at what I wanted. They were more concerned about how I was going to get my education if I was spending time making friends and dealing with my anger. But I have to say, when I'm mad, I can't really concentrate on schoolwork anyway.

They all had a big discussion about what was more important—academics or social stuff. At first I didn't say anything, but then someone came up with the idea of giving everyone the chance to talk one at a time. At least I got to tell them what I thought. It seemed like they listened, but we'll see what happens when we put together the plan.

The one form that sort of got to me was that one with the all those circles and you were supposed to put down who your friends were. It really made me feel sad to think I have so few real friends. Though I did put down some people that no one else had thought about, like our neighbor Mrs. Joyce. She's always been so nice to me.

Major Areas of Educational Emphasis—Family Perspective

This section is important because...

Most student's educational experience includes the following areas: academics, vocation, community living, social acceptance/ friendships, health/ safety, self concept/ self esteem, choice making, self control/ self management, and inclusion in integrated activities. How these areas are prioritized, however, differs across students based on their individual strengths and needs. Educators will typically emphasize academics as the primary area to address in a student's program. When parents of children with emotional or behavioral challenges are asked to prioritize these areas, academics is rarely the top choice. Since parents know their children best and have a life long commitment towards their child's outcome, it is critical that families have an opportunity to influence which areas in their child's educational experience are emphasized. Completion of the Educational Emphasis form indicates the three areas which the student's family perceives are of particular importance for their child.

Steps to follow in completing this form

1. Ask the student's family what they especially want emphasized in their child's educational plan. Check the area that they choose. Write explanations or specifics which will clarify their choice, e.g., exploration of job areas, filling out a job application, having at least one friend, etc.
2. Ask the student's family what other areas they want emphasized. Check those areas and record relevant comments under each.
3. If the family identifies an area which is not listed, write it under "other."

Helpful Hints

This worksheet can be done separately with the student (dependent on age).

This worksheet can also be filled out by other team members (i.e., teachers, administration, school psychologist, etc.) individually or as a team. Responses can then be compared and discussed openly as a group.

Major Areas of Educational Emphasis
(Family Perspective)

Student: Sarah Date: October

Each area listed below should be an integral part of every student's educational experience. We will attempt to insure that the selected Areas of Emphasis are incorporated into every activity and experience that the student engages in as a part of his/her educational program.

Select Up to Three (3) Areas Which are of Particular Importance to Your Child:

☐ Academics *Comments:*

☐ Vocational *Comments:*

☐ Community Living *Comments:*

☒ Social Acceptance/Friendships *Comments:* Sarah has trouble making friends and being nice to her peers

☐ Health/Safety *Comments:*

☐ Self Concept/Self Esteem *Comments:*

☐ Choice Making *Comments:*

☒ Self Control/Self Management *Comments:* Sarah can't control herself; she is impulsive, erratic

☒ Inclusion in Integrated Activities *Comments:* Sarah needs to spend more time doing regular things with her peers.

☐ Other: (Please Specify):

Student Strengths

This section is important because...

Students with unique needs are frequently thought of only in terms of their deficits or problem behaviors. By starting the assessment process with a list of the student's strengths, it creates a more positive and comprehensive perspective of the student. Involvement and investment in the process by the student is also more likely to occur if the process maintains a positive framework. When designing plans, it is important to build a program that is based on what the student does well in order to ensure greater success. For example, if the student is skilled at drawing, but needs to improve self-esteem, one plan may involve having the student co-leading an art class. Taking a strengths based approach will also assist the student's support team in gaining information regarding activities and people that serve as high motivators for the student. Completion of this step provides a list of student strengths and people or activities which are motivators.

Steps to follow in completing this form

1. As a team, generate as many student strengths as possible.
2. Consider how the student does across different areas of functioning: emotional (e.g., self-concept, self-esteem, coping skills, attitude); social (e.g., getting along with others, friendships, ability to problem-solve, desire to please); artistic (e.g., music, drawing, singing, crafts); vocational (e.g., specific job skills, vocational interests); physical/ athletic (e.g., walks, runs, plays sports, swims); health/ safety (e.g., travels safely, takes own medication, follows emergency procedures); and academics (e.g., reading, writing, math).
3. Star those strengths listed that elicit praise or positive attention from others.

Helpful Hints

All team members should contribute to the generation of the list because they each have their own unique perspective of the student.

Behaviors that may be problematic in one situation may be viewed as strengths in other settings or circumstances (e.g., tends to try to control others/leadership qualities; plays during class/can amuse him/herself; clowns during class/ desires the attention and admiration of others).

A MAPS (Forest and Lusthaus, 1989) activity can be used to prompt and help cue team members to think from a strengths perspective.

Have the student participate in the generation of this list.

Ask classmates to contribute to the listing of strengths.

Student Strengths

Student: Sarah

Date: October

***List the student's strengths**. Be sure to consider all areas: **Emotional** (e.g., self concept, self-esteem, coping skills, positive attitude), **Social** (e.g., getting along with others, friendships, problem solving), **Artistic** (e.g., music drawing, singing, crafts), **Vocational** (e.g., specific job skills, vocational interests), **Physical/Athletic** (e.g., walks, runs, plays sports, swims), **Health/Safety** (e.g., travels safely, takes own medications, follows emergency procedures), **Academic** (e.g., reading, writing, math).*

Sarah loves spending time with her little sister
She loves music, pets
Sarah is athletic, she loves to run.
Sarah excels in math and science
Sarah is good with computer activities

***Star those strengths listed above that elicit praise or positive attention from others.**

What objects, events or activities seem highly motivationg for the student?

her pets
music

Who does the student most enjoy interacting with?

her sister and parents

Student and Family Goals

This section is important because...

Sometimes we make assumptions about what another person thinks or wants. These assumptions are usually based on what we would want in those situations. Unfortunately, what we want can be very different from what other persons in the same situation want. The goals we have for a student can be very different from those of the student and family. Therefore if the student's individual planning team is to develop goals which reflect what the student and family want, it is necessary to directly consult with them. Then based on the student's and the family's responses, a plan can be developed which more closely matches their perspective. This worksheet is designed to be done directly with the student and family. Completion of this section provides information about what the student and family hope or wish will be achieved during the current year and then in the future.

Steps to follow in completing this form

1. In a separate meeting with the student, ask him or her what he or she hopes or wishes will happen during the current school year and for the future. The student's responses can be recorded directly on the worksheet.
2. In a separate meeting with the student's family, ask them what they hope or wish will occur for their son or daughter for the current year. Then ask them what their hopes and wishes are for their son or daughter for the future. The family's responses can be recorded on the same worksheet as well.
3. This information can then be shared with the student's individual planning team.

Helpful Hints

The student or family might like to talk about their own goals at the team meeting, or provide input to the person who interviews them for how they would like this information shared with the rest of the team.

It is also helpful to ask the other team members what their short and long term goals are for the student as well.

Student and Family Goals

Student Goals

What are your hopes and wishes for this year?

to make Friends

What are your hopes and wishes for the future?

to be a singer

Family Goals

What are your hopes and wishes for your son or daughter for this year?

For Sarah to have a good year, make Friends and Fit in better at school.

What are your hopes and wishes for your son or daughter for the future?

Community Network

This section is important because...

Most students have a variety of relationships that occur on a regular basis with family members, friends and neighbors, paid providers, and various clubs and organizations. Some of these relationships occur daily, others occur at least weekly, and some occur monthly or less frequently. Knowing about a person's relationships and the frequency that they occur provides important information about: family, community and social support; numbers and types of services provided; interests, hobbies and recreational activities; and friendships. Completion of the **Community Network** *chart provides a visual description of the number of relationships the student has, how often those relationships occur, and what role those relationships have in the student's life.*

Steps to follow in completing this form

1. As a team, list the people and their roles, e.g., family member, paid provider (teachers, doctor, day care provider), neighbor, organization (cub scouts, Little League), who are important in the life of the student.

2. Then in the first circle around the student, chart those people by their role that the student sees on a daily basis.

3. In the next circle chart those people by their role that the student sees at least weekly.

4. In the outer circle chart those people by their role that the student sees at least monthly.

Helpful Hints

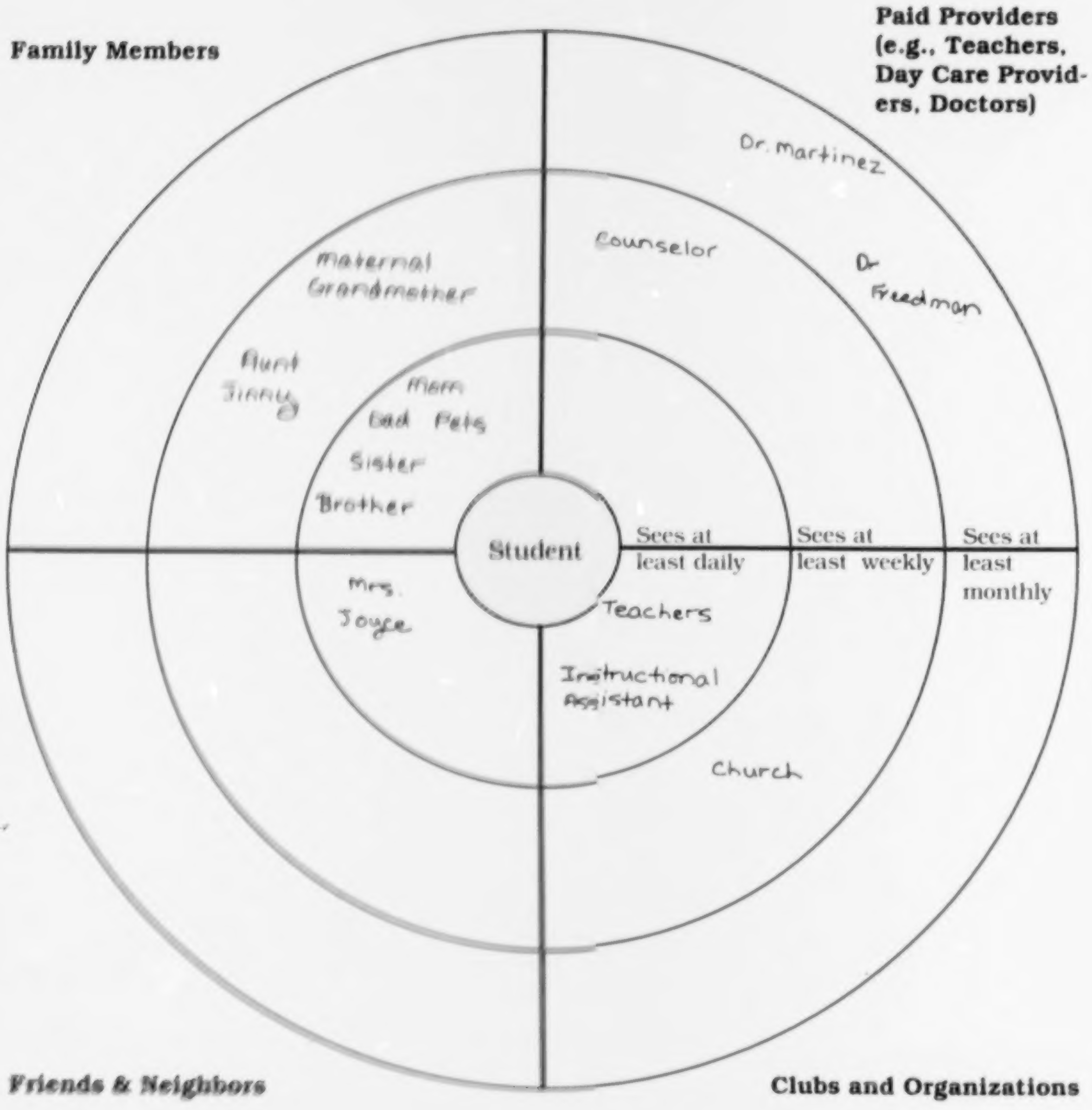
This activity is usually easier for all team members to visualize if one person writes the information on a large easel pad or blackboard.

Team members can also complete the community network chart on themselves. Each team member's community network chart can then be compared with the student's; there may be some striking differences!

Community Network

Student: Sarah

Date: October



Factors that Impact on the Student's Ability to Learn

PARENTS:

It was difficult for me to go through all those forms about Sarah's history. I mean the medical ones were no big deal, but I had a hard time rehashing her past stressors, especially the sexual abuse. I'm sure it was very uncomfortable for Sarah. I asked Sarah if she wanted to leave, but she said that she wanted to hear what people were saying. I can't believe it's so many years later and it still affects me the way it does. I guess it's the same for Sarah.

At first I was hesitant to share too much information because I thought the school staff would be really judgmental of me. I feel like some of them blame me. Most of the people, though, were really understanding. I think that giving them this information helped them make some sense of Sarah's behavior, especially her sexual behavior and her anger. Not to mention her total lack of trust for anyone or anything! I think in the past, Sarah's teachers have just thought of her as a "bad kid" and that I was a "bad parent." Ms. Chang has really tried hard not to just dismiss Sarah. But I still think she tends to personalize Sarah's behavior and probably believes that Sarah just doesn't like her. I hope that knowing about Sarah's past will help her to see where Sarah's anger comes from.

The teaching methods form made me realize a lot of the similarities between what her teacher does and what I do to get Sarah to do something. It really helps to keep her active and give her lots of stuff to do with her hands. Also, just like her teacher said, Sarah really needs step by step instructions or she gets overwhelmed and gives up. Like the other day when we were cooking, Sarah was having a blast making the chocolate cake. But I knew that we should just do one thing at a time or she would have left me to do all the rest of the cooking.

I don't know what to do about the fact that she misses so much school because of those stomach aches. I've taken her to the doctor about it and I know that it's nothing serious. Dr. Martinez seemed to feel that it was just a matter of her being anxious about school and doing stuff with other kids. Still, some of the time she actually throws up and I hate to send her off that way. I wish I could do something so that she felt more comfortable about being at school.

Medical, Physical and Social Concerns

This section is important because...

Every student is faced with many complex factors which can impact on their ability to meet their basic needs or to benefit from the regular types of instructional strategies that occur in a school setting. It is important for educational teams to be knowledgeable about these factors because the side effects of medication, the symptoms of medical conditions, the types of eating routines or diets, and sleep patterns or social concerns can significantly affect a student's behavior or ability to learn. Without knowing about these types of factors, it is easy for an educational team or direct service workers to attribute unusual or problematic behaviors by a student as voluntary and purposeful. Completion of this section summarizes information about the student's medications and potential side effects or behavioral effects; medical, physical, health and substance abuse concerns and the possible effects; social concerns and how these concerns affect the student; eating routines and diet; and sleep cycles.

Steps to follow in completing this form

1. List the names of the medications that the student takes and describe how each of the medications affect the student.
2. List medical, physical, or health concerns that the student has and how each concern affects the student.
3. List social concerns about the student, (e.g., inappropriate sexual conduct, language, teasing, lack of friends, and how each specific concern affects the student).

Helpful Hints

The student's family is usually the best source of this information. Since this information can be a sensitive area, it is usually best to have just one team member meet with the family to gather and summarize this information. Then based on the family's and student's preference, this information can be shared with the team or made available to other team members based upon request and family knowledge.

If the student is in custody of the state, this information can be obtained from the student's case manager with mental health or the child protection agency (surrogate parent needs to give consent for release).

Medical, Physical and Social Concerns

Student: Sarah

Date: October

Medications

Medication Name	How does the medication affect the student?
1. Ritalin	somewhat more anxious
2. Buspar (discontinued)	no change, no effect on Sarah
3. Beta blocker	took this briefly It did not seem to have any significant effect.

Medical/Physical/Health Concerns - (e.g., allergies, tics, frequent illness)

Concern	How does this concern affect the student?
1. Frequent stomach aches	misses school, lack of involvement in activities, peer relations
2.	
3.	

Social Concerns - (e.g., inappropriate sexual conduct, use of profanity, teasing, lack of friends)

Concern	How does this concern affect the student?
1. sexualized non-age appropriate behaviors (eg, touches others/self, sexualized talk, Fantasy\reality about sex)	alienation From her peers does not have appropriate coping skills or social skills For interacting with peers
2. Lack of Friends	isolation, lonely
3	

Eating, Diet and Sleep Routines

Student: Sarah Year:

Eating Routines and Diet

Describe the general eating routines and diet of the student (e.g., eats 3 meals a day at consistent times, eats a lot of junk food, engages in binge eating, frequently misses meals).

over eating junk food and sweets
constant need for food or liquids

Sleep Cycles

Describe the sleep patterns of the student (e.g., difficulty falling asleep, waking up during the night, nightmares, sleep walking, bed wetting/soiling, difficulty waking).

history of bed wetting
soiling when four years old through seven years old
some nightmares, infrequent

Substance Abuse History

This section is important because...

Substance use or abuse involves many complex factors which can impact on a student's ability to address his or her basic needs, and to benefit from learning opportunities that occur at school. Similar to medical and physical concerns, the student's individual support team needs to be aware of a student's use of substances. This knowledge helps the team to identify relevant factors and to provide necessary supports. Once again, without this information, it is easy for direct service providers to attribute the cause of unusual and problematic behaviors by a student incorrectly. Completion of this section summarizes information about the student's use of substances, how often they are used, whether the use of substance has a social factor, and the possible effects.

Steps to follow in completing this form

1. With the individual student and/or their family, list types of substances that are used or suspected, approximate frequency of use, when and where substances are used, and whether substances are used alone or with peers.
2. Ask if the student has any problems as a result of substance use, e.g., legal, educational, psychologically, socially. Record responses on worksheet.
3. Ask if the substance use has increased or decreased in the past 6 months to a year. Record responses on worksheet.

Helpful Hints

These questions can present legal issues and they are also too sensitive to ask as part of a whole team meeting. Usually it is advisable for one team member to meet with the student first (dependent on his or her age) and then with the family. The student and family should indicate how they would like this information shared with the rest of the team.

Substance Abuse History

Student: Sarah Year: ________

1. List the types of substances (e.g., alcohol and/or drugs, including cigarettes/tobacco as well as over the counter drugs such as Vivarin or No-Doz) that you suspect or know that the student is using.

   cigarettes

2. Approximate frequency of use, if known, of substance (e.g., number of times per day, week, month).

   just starting to smoke, one or two cigarettes each day

3. When and where does the student usually use substances (e.g., morning at home, on the way to school, during the day at school)?

   after school

4. Use with others? Alone or with peers?

   alone

5. Has the student had any problems as a result of substance use (e.g., legal: arrested for use or possession; educational: falls asleep in school; psychological: personality changes, can't sleep; social: loss of friends; vocational: fired from job; medical/physical)?

   no

6. Has the substance use increased or decreased in the past six months to a year? If so, does this coincide with any events in the student's life?

   increased

Stressful Events

This section is important because...

A student's current functioning is generally influenced by a multitude of factors (e.g., biological, psychological, social). This section is concerned with the psycho-social events and changes that have occurred in the student's life which may be influencing current behavior. This is important in terms of understanding why the student may be behaving in a particular way, what the goals of their current behavior might be, and designing plans that can more effectively address the student's issues. For example, if a student has a history of being abused, has experienced multiple moves, and generally has little control over his or her environment, it is possible that challenging behaviors may partially reflect an attempt to increase personal control.

Steps to follow in completing this form

1. List specific events that may have occurred within each category listed. Keep in mind that even positive events can be stressful (e.g., birth of a sibling).
2. For each category, check whether the stressful event(s) occurred within the past 6 months, in the past 2 years, or since birth.

Helpful Hints

This form should be completed by the family and others who have information regarding the student's past social history.

Information should be shared with the team at the family's discretion. That is, if the family would prefer to keep certain information confidential, that decision should be respected by the team.

Include the student in the completion of this form. The student may have a different perspective on what has been stressful for him or her and may generate events that were not even considered by others.

Stressful Events

Student: Sarah

Date: October

Check those events which have occurred in the life of the student...	within past 6 months	in past 2 years	since birth
1. Change in family constellation (e.g., birth of sibling, marriage of parent, pregnancy?) birth of sister			✓
2. Severe illness or accident of child, family member, friend?			
3. Transition (e.g., change of school, move, new job of child or family member?) transitioned into the 7th grade	✓		
4. Economic difficulties (e.g., loss of job by parent, financial loss?)			
5. Emotional loss (e.g., death of a family members, friend, pet, parent, parental separation or divorce, sibling leaving home, family member in jail, relationship break-up?)			
6. Abuse (physical, sexual, emotional)			
7. Drug or alcohol involvement			
8. Other			

Student Choices

This section is important because...

It is crucial to have an understanding about the student's perception of control and choice because all individuals seek to have some degree of control over their environments. Most of us have control or at least the sense of control over many areas of our life. In sharp contrast, very few children actually have control over many parts of their lives or what's happening to them. When the few ways that they can make choices or have appropriate control are limited, children will sometimes try to gain a sense of control in inappropriate ways (i.e., power struggles, oppositional behavior, aggression). When completed, this worksheet identifies patterns or areas where the student perceives having many or few choices (i.e., food, friends, clothing, home and school activities).

Steps to follow in completing this form

1. Completion of the **Student Choices** worksheet can be done within a team meeting, or by one team member with the student. The benefit of doing this worksheet directly with the student is that it is a more accurate measure of how the student feels and what he/she perceives. If the student is too young or is not available to provide this information, the support team will be able to complete it based on their perceptions of how often the student has an opportunity for making choices across the different domains.
2. Indicate for each of the domains of food, clothing, friends, school activities, and home activities, how often the student is able to make a choice (i.e., often, sometimes, never). Record the information on the worksheet.
3. If this worksheet is completed outside of the team meeting, the information should be shared with team members at a regularly scheduled meeting.

Helpful Hints

Doing this worksheet with the student allows for more time and opportunity to discuss each question, to understand how the student feels about the choices he or she has or does not have, and to identify patterns or areas where the student perceives having many or few choices.

Sometimes this can be a sensitive topic of discussion between the student and school, or the student and home. If the worksheet is completed just within the team format, the student may initially be unwilling to indicate how he/she perceives opportunities to make choices in some of the domains based on how he/she feels others will react.

Student Choices

Student: Sarah Date: October

How often is the student able to make choices about:

Food?	Often ☐	Sometimes ☒	Never ☐
Clothing?	Often ☒	Sometimes ☐	Never ☐
Friends?	Often ☒	Sometimes ☐	Never ☐
School activities?	Often ☐	Sometimes ☒	Never ☐
Home activities?	Often ☐	Sometimes ☒	Never ☐

Comments:

Teaching Methods

This section is important because...

When a student has been labeled as having an emotional and behavioral disorder, there are times during the day in which the student might have significant difficulties, as well as times when he or she has significant successes. It is helpful for the student's team members to be able to identify those times and the strategies used which seem to result in the student being more successful. It is also important to know those situations or strategies which should be avoided. Completion of the **Teaching Methods** *worksheet helps the team to identify this information.*

Steps to follow in completing this form

1. As a team, think about situations at school and at home in which you were trying to teach the student (e.g., new information, new skill, new task). What methods were you using at that time which appeared to result in the greatest success for the student? List the methods which appear to be most successful (e.g., peer mentoring, peer tutoring, cooperative group activities, having the student use a computer, modelling, breaking the task into more manageable steps).
2. As a team, think about teaching situations with the student that did not go well. Were there specific things that seemed to interfere with or disrupt the teaching session? List the factors which you feel should be avoided if possible (e.g., using cooperative learning activities, pairing the student with a peer that they dislike, having a specific adult working with the student).
3. As a team, think about what things you can do to help a teaching session go more smoothly (e.g., provide one to one instruction, have a peer teach the new materials, work with the student in the regular classroom).
4. As a team, determine what student outcomes are currently monitored by teachers, parents or other staff (e.g., frequency of challenging behaviors, academic skills learned, social skills mastered).

Helpful Hints

This worksheet can be completed individually by each team member and then shared at the team meeting. Parents should be asked too because they have many good suggestions for how to teach their child.

Teaching Methods

Student: Sarah

Date: October

1. Thinking about times when you have had the greatest successes in teaching this student, what methods did you use?

hands on activities
reinforcement for completion of work
active
concrete
use of computers, music
structured lessons - step by step
small groups with available one-to-one support

2 What things should be avoided so that you do not interfere with or disrupt a teaching session (e.g., offer too much help, pushing the student to get started)?

too many directions at once
not enough opportunity for one-to-one support at student's request

3. What things can you do to improve the likelihood that a teaching session will run smoothly?

maintain structure
reinforcement
provide support for peer interaction
use active hands-on strategies

4. What student outcomes are currently monitored by teachers, parents or other staff (e.g., frequency of challenging behaviors, academic skills learned, social skills mastered, activity patterns)?

incidents of aggression
incidents of sexually reactive behaviors toward peers
academic learning
social skills mastery

Challenging Behavior

REGULAR EDUCATOR:

It was really interesting to sit down as a group and try to get a better understanding of Sarah's behaviors. We always tend to go straight into making a plan, without thinking too much about what the child is communicating to us through their behavior. I never thought about that before. I guess it makes sense. We all do things for a reason. I know that when I give my husband the silent treatment, I'm definitely communicating that I'm angry!

As we were looking at the Typical Student Responses to Events form, it seemed like her aggressive behavior might be either an attempt to get attention or get out of a stressful situation. Some of the team members felt that she was being aggressive to get revenge. I didn't really understand that, revenge for what?

The sexualized behaviors seemed to reflect Sarah's need for attention, because it seemed like that was how Sarah tried to make friends. I guess she just doesn't know how to make friends any other way. The third behavior that we prioritized was physical agitation. The team had a hard time figuring out what Sarah was trying to communicate when she was physically agitated. We finally decided that I would observe Sarah in her other classes to see if we could get a better handle on what she was trying to tell us by her actions.

It was great to have the opportunity to observe someone else's class for a change. Even though I see her everyday it's hard to observe and write down Sarah's behaviors while I try to take care of the needs of 20 other students. I know it sounds mean, but I was so glad to find that I'm not the only one who experiences Sarah being really aggressive. I thought I was just not a great disciplinarian. Sometimes I just want to pull out my hair I feel so exasperated by what she does. I find it hard to understand the communication of her sexual behaviors, like touching other kids inappropriately, or making those crude comments. I know about the abuse, but it is still hard to comprehend a 12 year old acting that way.

Observing someone else's class also gave me a chance to just step back and get a better idea of what Sarah is actually trying to accomplish by her behavior. It seems that whenever she's stressed, she'll do some aggressive behavior just to get out of the situation, especially in group settings where there's not a lot of structure. Although I wonder whether many of the annoying and aggressive behaviors towards peers are her way of trying to make friends. Maybe she just wants attention and doesn't know how else to get it. I also saw that after Sarah had a difficult interaction with a peer, that was when she was most likely to be agitated. Maybe this goes together.

Description of Challenging Behavior

This section is important because...

Identifying behaviors that are of concern to the student or those who interact with him or her is the first step in developing a student support plan. The history, frequency, and duration of the challenging behaviors is important information for understanding patterns and possible antecedents of the behaviors. For example, it may be useful to determine whether the onset of a particular behavior is related to a specific stressful event. Descriptive information concerning frequency and duration is also important in order to assess the relative effectiveness of an intervention (i.e., does the behavior occur less often or is it of a less severe nature?). Typically it is easier to begin addressing one or two difficult behaviors, than to take on the task of trying to stop multiple challenging behaviors simultaneously. Thus, completion of this form enables team members to prioritize which behaviors are of the most concern and should be targeted for intervention.

Steps to follow in completing this form

1. As a team, list the most challenging behaviors that the student demonstrates. Some students may have numerous behaviors; try to limit your list to the five most challenging ones. When referring to each behavior, make sure it is "point-at-able" and can be clearly identified even by someone who does not know the student.

2. For each behavior, indicate how long it has been occurring (e.g., 5 years, 2 weeks, since Spring vacation) under "History." Next, indicate how often the behavior is noted to occur (e.g., two times each day, once per week, every hour of every day) under "Frequency." Then list the length of time that each incident lasts (e.g., 5 minutes, one hour, all day) under "Duration."

3. For each behavior, indicate whether it is extremely serious, serious, or somewhat serious (refer to key).

4. Indicate whether any of the identified behaviors occur at the same time or in a predictable chain of events.

Description of Challenging Behavior

❦ *Helpful Hints*

All individuals who have the opportunity to observe the student on an ongoing basis should complete this form. Team members can complete the form independently or as a group. In either case, the information needs to be shared and discussed as a team.

When describing the behavior, be as specific as possible. Make sure that all team members have a common understanding of the nature of the behavior and that the behavior has a definitive and measurable beginning and end. For example, the descriptor, "talks too much" would be difficult to quantify (i.e., what is too much?).

Be as specific as possible in recording frequency and duration of behaviors. However, it is not critical that the information be exact at this point in time. For example, if the behavior varies from one week to the next, it is OK to record an approximate range of frequency (e.g., 3 to 6 times per week).

It is OK for there to be different perceptions regarding the frequency and duration of behaviors. It is quite possible that the student behaves differently in different settings and with different people. In the event of significant differences in perceptions, record either the range of occurrence or separate listings based on different situations (e.g., home: 1 time per week, school: 5 times per week).

Have an individual who is not on the student support team visit the classroom and describe the challenging behaviors, then compare that description with the team's description.

Include the student in this process. It may be useful to see whether the student has the same perspective as the other team members (i.e., are the behaviors viewed as problematic; how are the behaviors prioritized in regard to their level of seriousness?) The student may also generate behaviors that were overlooked by others (e.g., actions that make others avoid the student; failed attempts to make friends).

Description of Challenging Behaviors

Student: Sarah

Date: October

Description of Behavior	History (How long used? Years/months)	Frequency (Times per min/day/week)	Duration (Mins/hours)	Seriousness
agitated, hyperactive behaviors	11 years	5 to 6 times per day; more without meds.	15-20 mins. (varied)	Somewhat serious ☒ Serious ☐ Very Serious ☐
sexually reactive, touches peers and self, sexual comments	2 years	3 to 4 times a week	5 mins.	Somewhat serious ☐ Serious ☐ Very Serious ☒
aggressive, hitting, pushing, hair pulling	7 years	2 times a day	variable	Somewhat serious ☐ Serious ☐ Very Serious ☒
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐

Very serious: Threatens the health or life of the student or others
Serious: Limits or interferes with other's functioning, destroys property
Somewhat serious: Interferes with other's acceptance of student, difficult to be around

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)?

Selection of Behaviors to Address

This section is important because...

Usually students with emotional and behavioral disorders will exhibit several behaviors which interfere with learning or their ability to make and maintain friendships. The team should target only a few of the student's challenging behaviors at one time because the student will usually have a hard time learning to change behaviors which have been practiced frequently over many years and/or which have been effective for them. Thus, attempting to change too many behaviors at once can be overwhelming for the student. In addition, the support plans for these behaviors will usually involve changes to be made by the adults in the environment, and sometimes the environment as well. Therefore this section should be completed for only the behaviors your team prioritizes on the ***Description of Challenging Behaviors*** *form and selects for intervention. Completion of this section will gather information about who is present, what is the activity, when or what time of day, and where each of the targeted behaviors is most likely and least likely to occur.*

Steps to follow in completing this form

1. As a team, write on the worksheet the three behaviors that are prioritized for intervention. Then for the first behavior, determine what "time of day" the behavior is most likely to occur and least likely to occur. Record this information on the worksheet.

2. For the first behavior, determine in what "setting" is it most likely to occur and least likely to occur. Then ask what "other people" are with the student when the behavior is most and least likely to occur. Next ask, in what "activity" and what "other situations" is the behavior most and least likely to occur. Record this information on the worksheet.

3. Repeat the above steps with the remaining two behaviors, recording the information on the worksheet.

Helpful Hints

The student can be interviewed individually to give his or her perspective on this information.

Selection of Behaviors to Address

Student: Sarah   Date: October

Behavior A: hyperactivity

Behavior B: aggression

Behavior C: sexualized behavior

Situation		**Behavior A**	**Behavior B**	**Behavior C**
Time of day	Most likely to occur	mornings	afternoons	afternoons
	Least likely to occur	afternoons	any hands on, classroom times	any hands on a classroom time
Setting	Most likely to occur	classroom	Recess Hallways unstructured	Recess Hallways unstructured
	Least likely to occur	recess when moving around	classroom music	classroom music
Other people	Most likely to occur	adults classroom teacher	peers	peers
	Least likely to occur	Josy sister	adults Josy	adults Josy
Activity	Most likely to occur	Language Arts	lunch recess gym	lunch recess gym
	Least likely to occur	math science music	math science music	math science music
Other situations that are likely to set off the behavior (demands, transitions, delays)	Most likely to occur	seat works, reading to group, tests	unstructured, transitions, large groups	unstructured transitions large groups
	Least likely to occur	doing small group or buddy activities, hands-on, involves music or singing	running, working with her hands, singing, listening to music	playing with pets\animals, listening to music or singing, hands-on activities

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Typical Student Responses to Events

This section is important because...

There are consistent patterns of behavior that each of us demonstrate in reaction to certain situations, especially when we are emotionally upset. People who know us well can usually interpret these behaviors. Students with emotional and behavioral disorders seem to communicate their needs more frequently through their behaviors. The following worksheet is designed to help the team explore what the student is trying to say through his/her behaviors. Completion of this worksheet provides the team with a summary of how the student communicates some of his/her needs.

Steps to follow in completing this form

1. As a team, review the examples of possible behaviors the student engages in to communicate his/her needs.
2. Then, starting with the first question, indicate how the student tends to communicate that need (i.e., self injury, hits, withdraws, etc.).
3. Continue in the same way for each of the remaining questions. Record your responses on the worksheet.

Helpful Hints

Each team member might complete this first individually and then share what the student does in the environment that they typically see the student. This might show that the student communicates through the same behavior across environments, different behaviors across environments, or a behavior in one environment and words in another. This information helps the team identify consistent patterns or to see that the student can appropriately communicate needs in some situations.

Typical Student Responses to Events

Student: Sarah Date: October

Examples of Responses: gestures, facial expressions, motor agitation, withdrawing, profanity, aggression, walking/running away

Attention

1. In what ways does the student request attention?
aggression, inappropriate touching, crude remarks

2. In what ways does the student respond to attention?
she likes any kind of attention, positive or negative

Self-Regulation

3. In what ways does the student express anxiety?
starts to get physically agitated

4. In what ways does the student calm him or herself down when overexcited?
runs, listens to music, walks around the room, starts playing with small items

5. In what ways does the student indicate that he or she is bored?
stops working, starts moving around in seat or room

Escape/Avoidance

6. In what ways does the student indicate confusion and frustration?
hits, screams

7. In what ways does the student respond to situations that are difficult for him/her?
hitting herself or others, starts talking or screaming "this is dumb!"

Revenge

8. In what ways does the student indicate anger?
withdraws for a while, might start yelling or screaming if confronted

9. In what ways does the student indicate his/her feelings were hurt?
crys

Control

10. In what ways does the student respond when something is taken away?
wants to talk to someone, or withdraws

11. In what ways does the student reject or protest a situation you have created?
doesn't do it

Play

12. In what ways does the student indicate pleasure?
laughs, smiles, sings softly to herself

Communication of Challenging Behavior

This section is important because...

We all communicate our needs and feelings in various ways. This section is intended to assist your educational team in determining the communication of the challenging behavior that the student is using at home or in school. Knowing the purpose of behavior assists the team in developing a support plan for the student which will address the student's needs and reduce the student's reliance on the challenging behavior as a primary means for communication. In this section, the purpose of behavior has been divided into six broad categories: attention, avoidance of failure or escape, revenge, control, play and self regulation. Each of the broad categories has information about typical student behaviors which are exhibited and typical feelings or reactions by others. In addition, the possible origins for each of the broad categories of behavior and possible supports for the student's plan are listed at the bottom right corner of each page.

Steps to follow in completing this form

1. Make an initial guess about the communication of each of the student's challenging behaviors based on the information you have accumulated thus far, e.g., review of history, direct observation of the student, and asking the student.

2. Confirm your guess by reviewing each of the following pages for each broad category of behavior. Start with your best guess first, but also check other possibilities. Keep in mind that these are guidelines; it is not necessary to meet all the criteria for a category to apply.

3. When the team has determined their best hypothesis for each of the challenging behaviors, review the possible origins of each behavior and suggested supports listed in the box at the bottom right corner.

Helpful Hints

If your team has a hard time coming up with a definite hypothesis for why the student engages in the behavior, it is advisable to directly observe the student in the situations that typically are difficult. Observing each other's classes is helpful because it is usually an unrealistic expectation for a teacher to be able to closely monitor one student's behavior and assess why it is happening while continuing to address the educational and behavioral needs of twenty plus other students.

Communication of Behavior

To Get Attention

Student: Sarah

Date: October

Behavior A Hyperactivity

B Aggression

C Sexualized Behaviors

Student Behavior:

	A	B	C
The behavior distracts teacher and classmates	○	○	○
Behavior occurs when no one is paying attention to the student	○	○	○
Behavior occurs when someone stops paying attention to the student	●	○	○
Behavior occurs when attention is paid to someone other than the student	●	○	○
Behavior occurs in front of valued peers	●	○	○
Behavior occurs as a dare or result of peer pressure	○	○	○

Other (list):

Others Reaction to Behavior

	A	B	C
Feels irritated or annoyed	○	○	○
The impulse is to say something	●	○	○
Other (list):	○	○	○

Impulse to stop the behavior

Student's Response to Intervention

	A	B	C
Compliant	●	○	○
Stops behavior temporarily	●	○	○
Behavior escalates if ignored	○	○	○

Other (list):

Our Hypothesis:
The purpose is:
To Get Attention

Behavior A: Yes ☑ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Adults pay more attention to inappropriate than appropriate behaviors
Student doesn't know how to ask for attention appropriately
Student doesn't get sufficient personal attention
Student has few friends
Student has low self-esteem

Positives
Student is interested in relationships with adults and peers
Student is asking for attention

Considerations for Developing a Plan
Increase opportunities for positive attention and friendships
Increase the student's status, self-esteem, and image

Communication of Behavior

To Get Control/To Get Something

Student: Sarah

Date: October

Behavior A hyperactivity

B aggression

C sexualized behaviors

Student Behavior:

	A	B	C
When doing the behavior, the student is disruptive and confrontational	○	○	○
Quiet noncompliance; when doing the behavior the student is often pleasant and even agreeable	○	○	○
Behavior occurs when an activity or event is taken away	○	○	○
Behavior stops when student gets her way	○	○	○
Other (list):			

Others' Reaction to Behavior

	A	B	C
Feels angry or frustrated	○	○	○
Feels like you are losing control of the situation (power struggle)	○	○	○
The impulse is to do something physical	○	○	○
Other (list):			

Student's Response to Intervention

	A	B	C
Agreeable/ less disruptive if able to obtain control	○	○	○
Continues to do nothing	○	○	○
Other (list):			

Our Hypothesis:
The purpose is:
To Get Control/Get Something

Behavior A: Yes ☐ Possibly ☐ No ■
Behavior B: Yes ☐ Possibly ☐ No ■
Behavior C: Yes ☐ Possibly ☐ No ■

For Your Information

Possible Origins of Behavior
Society or family stresses dominant-submissive roles rather than equality in relationships
Success is defined as achieving personal power
Lack of control in person's life
Past history of abuse/victimization

Positives
Student exhibits leadership potential, assertiveness and independent thinking

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase the student's status, self-esteem, and image

Communication of Behavior

To Get Revenge

Student: Sarah

Date: October

Behavior A hyperactivity

B aggression

C sexualized behaviors

Student Behavior:

	A	B	C
Behavior is hurtful	○	○	○
Student is sullen and withdrawn, refusing overtures of friendship	○	○	○
The student does not show remorse following behavior	○	○	○
The behavior occurs after you take something away	○	○	○
The behavior occurs after you require the student to do an unwanted activity	○	○	○
Student expresses concerns about "fairness"	○	○	○
Behavior is directed at person who is perceived as more "valued" by others	○	○	○
Other (list):			

Others' Reaction to Behavior

	A	B	C
Dislike, hurt, devastation in addition to anger, frustration, and fear	○	○	○
Fight or Flight	○	○	○
Other (list):			

Student's Response to Intervention

	A	B	C
Hurtful	○	○	○
Behavior continues and intensifies until stopped on the student's terms	○	○	○
Other (list):			

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Our Hypothesis:
The purpose is:
To Get Revenge

Behavior A: Yes ☐ Possibly ☐ No ●
Behavior B: Yes ☐ Possibly ☐ No ●
Behavior C: Yes ☐ Possibly ☐ No ●

For Your Information

Possible Origins of Behavior
A reflection of the increasing violence in society
Media role models that solve conflicts by force
Unjust society: unequal treatment
Anger over personal circumstances or past "wrongs"
Provocation by another proceeds behavior
Jealousy

Positives
Student is trying to protect self from further hurt

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase opportunities for positive attention and friendships
Increase the student's status, self-esteem and image

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Communication of Behavior

To Have Fun - Play

Student: Sarah

Date: October

Behavior A hyperactivity

B aggression

C sexualized behaviors

Student Behavior:

	A	B	C
The behavior would occur when no one else was around	○	○	○
The student seems to enjoy performing the behavior	○	○	○
Student is sorry if someone gets hurt	○	○	○
Other (list):			

Others' Reaction to Behavior

	A	B	C
Feels helpless/ineffective	○	○	○
Impulse is to say something	○	○	○
Other (list):			

Student's Response to Intervention

	A	B	C
Student is reluctant to discontinue behavior	○	○	○
Student hurries to be able to return to behavior	○	○	○
Other (list):			

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Our Hypothesis:
The purpose is:
To Have Fun - Play

Behavior A: Yes ☐ Possibly ☐ No ●
Behavior B: Yes ☐ Possibly ☐ No ●
Behavior C: Yes ☐ Possibly ☐ No ●

For Your Information

Possible Origins of Behavior
Society expects children to play: "play is the work of children"
Student is involved in routine, structured activities for long periods of time
Lack of opportunities to interact with peers

Positives
Student enjoys life
Is able to amuse herself
Wants friends

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase opportunities for positive attention and friendship
Individualize instruction based upon the student's abilities and interests
Expand the number and type of activities to which the student has access

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Communication of Behavior

To Escape or Avoid a Situation

Student: Sarah
Date: October

Behavior A hyperactivity **B** aggression **C** sexualized behaviors

Student Behavior:

	A	B	C
Student does behavior when pressured to succeed	●	○	○
Student procrastinates, fails to complete projects	○	○	○
Student develops temporary incapacity or assumes behaviors that resemble a learning disability	○	○	○
Student develops physical complaints	○	○	○
The behavior occurs when the student is asked to do something she does not like to do	●	○	○
The behavior stops after you stop making demands	●	○	○
The behavior occurs in stressful situations	●	○	○

Other (list):

Others' Reaction to Behavior

	A	B	C
Professional concern	●	○	○
Prescriptive	●	○	○
Resigned to failure	○	○	○
Frustration (knows student could do better if she "just tried")	●	○	○

Other (list):

Student's Response to Intervention

	A	B	C
Behavior stops if demands stop or able to escape situation	○	○	○
Continues to do nothing	○	○	○

Other (list):

Our Hypothesis:
The purpose is:
To Escape or Avoid a Situation

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☑ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Unreasonable expectations by parents and teachers
Student's belief that only perfection is acceptable
Emphasis on competition in the classroom
Star mentality
Failure to be avoided at all costs
The work is too difficult for the student

Positives
Student may want to succeed if he can be assured of not making mistakes and of achieving some status

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase the student's status, self-esteem and image
Individualize instruction based on the student's abilities and interests
Expand the number and type of activities to which the student has access

Communication of Behavior

Self-Regulation

Student: Sarah

Date: October

Behavior A hyperactivity

B aggression

C sexualized behaviors

Student Behavior:

	A	B	C
The behavior tends to happen over and over again	●	○	●
Attempts to Reduce Stimulation:			
The behavior occurs when there is a lot going on	●	○	○
The student can do other things while doing the behavior	●	○	○
The behavior tends to occur in stressful, anxiety producing or highly demanding situations	●	○	○
Attempts to Increase Stimulation:			
The behavior occurs when there is little going on	○	○	●
The behavior occurs when the student seems bored	○	○	●
The behavior seems to follow periods of non-activity (e.g., periods of seat work)	○	○	●
Other (list):			

Others' Reaction to Behavior

	A	B	C
Frustrated/exasperated	●	○	●
Irritation	○	○	●
The impulse is to say something or redirect the student (e.g., get back to work, pay attention, what are you supposed to be doing?)	●	○	●
Other (list):			

Student's Response to Intervention

	A	B	C
Continues to engage in the same or different repetitive behaviors	●	○	●
Other (list):			

Our Hypothesis:
The purpose is:
Self-Regulation

Behavior A: Yes ☒ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☒ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Has not learned alternative ways of coping
Understimulated by environment
Overstimulated by environment
Student may be gifted, or experiencing a learning impairment, ADHD (attention deficit hyperactivity disorder)

Positives
Behaviors may work to reduce anxiety

Considerations for Developing a Plan
Increase the student's personal control and choices
Individualize instruction based on the student's abilities and interests
Expand the number and type of activities to which the student has access

Summary of Functional Assessment Information

This section is important because...

When doing a functional assessment with a student and his or her support team, much information is gathered within a short period of time. Frequently this information covers many different environments, situations, people, times of day, and perspectives. It is sometimes hard for the team to summarize the functional assessment with the student because of the volume and diversity of information gathered. The purpose of this section is to assist the team in summarizing this information. The worksheet is organized to gather information about the student's strengths, important relationships, needs, goals, behaviors and their communication, and other important issues. This information is extremely important and needs to be considered when developing a support plan for the student.

Steps to follow in completing this form

1. This information can be entered on to the worksheet as a team, or by having each team member take responsibility for summarizing one section and entering it on the form, or by having one person summarizing all the information and entering it on the form.

2. Regardless of strategy, the following worksheets will be helpful:

   - "Student's Strengths" can be found on the **Student's Strengths** worksheet;
   - "Important Relationships" can be found on the **Community Network** worksheet or by asking the student;
   - "Student Needs" can be found on the **Blueprint of Needs**, **Description of Challenging Behaviors**, **Student Schedule**, **Summary of Services**, **Assessment History**, or **Student and Family Goals** worksheets;
   - "Difficult behavior" can be found on the **Description of Challenging Behaviors** worksheet;
   - "Its communication" can be found on the **Communication of the Behavior** worksheet;
   - "Other important issues to keep in mind" can be found on the other worksheets or discussions by team.

Helpful Hints

Once all the information has been summarized, the team should review it as a group.

Summary of Functional Assessment Information

Student:

Date: October

Student Strengths

loves spending time with her sister

she loves music and her pets

athletic

loves to run

does well in math and science

enjoys computer work

Important Relationships

sister

parents

Student Needs

to learn more appropriate ways of interacting with peers and to get attention from others; to learn how to ask for help when having difficulty; to manage her own behaviors

Student & Family Goals Sarah wants to make friends and in the future she would like to be a singer.

Her parents want her to have a good year, make friends, and fit in better at school. Long term - to marry, have a family + job, and to be happy

Difficult Behavior	Its Communication
physical agitation (hyperactivity)	self regulation
aggression	escape, avoidance
sexualized behavior	attention

Other Important Issues to Keep in Mind

Sarah does not do well when she receives too many directions at once

She needs one-to-one support if she asks for it

Developing Student Support Plans

STUDENT:

It took me a while to understand exactly what people meant by prevention. Usually when I meet with teachers about my "plan", they're telling me what I did wrong and what the consequences are. I think this is different. It seems like they're trying to get me more involved with activities and people in the school to keep me from getting in trouble in the first place. I guess they feel like if I have friends, things will be easier for me around here. Maybe that's true, but they can't make people like me.

The other thing we talked about was letting me have more say in the way things are done at school and what work I have to do. I guess they decided that was a good idea because we all figured that sometimes I hit people because I want to get out of doing the stuff that's hard for me. I was even the one who said that I might not try to get out of things that I'm good at or that I like to do. My teacher suggested that I do some of my writing assignments on the computer. I thought that was a great idea—it will be easier for me to do it that way, except I was worried that the other kids would get jealous, and that's not going to help me make friends. Ms. Chang suggested that maybe all students could do their writing on the computer by signing up time in the computer lab instead of just using the one in the classroom. That made sense, at least I wont stick out like some weirdo.

That was one plan, but it still didn't change the fact that I don't have any friends. My Mom suggested that maybe I join the track team to meet more kids my age. That won't work because there's no track in Junior High. But some of the teachers said we could try to form a running club anyway. That would be great if it works out. If it doesn't, someone else said that the Y sometimes has track teams for kids my age from all over town. That might work, but if kids don't like me at school, why are they going to like me at track? I know track is something I'm good at, but you can't force people to like me. I was happy though to hear that the new kid in the class is also into track. I was kind of hoping that maybe we could both join up together. She seems OK and is even kind of nice to me. I guess she hasn't been around long enough to hear the bad stuff that people say. Ms. Chang said she would help me figure out ways to talk to her about joining track.

The teacher said that she really wanted to do something to keep me from tapping my pencil and getting up and walking around the room. I never really thought about it but I guess it drives her crazy. I told them that sometimes I feel restless because I just don't understand what is going on. Ms. Macy suggested that maybe an older student could work with me in study hall. They can teach me about the stuff that we're going to be doing in class before we do it. Then, I would have a clue about what was going on and wouldn't get so restless. Besides that would be pretty cool to be seen around school with a high school kid.

We came up with a lot of ways to help me not get in trouble, but I hope that we actually get to do some of these things. Sometimes they say that they are going to do something but it never happens. I'm going make sure me and my mom bring it up at other meetings, so they don't forget!

Student Supports (Prevention)

This section is important because...

It is often difficult to address a challenging behavior while it is occurring or once it has reached crisis proportions. Thus, it is extremely useful to make every effort to prevent a problematic situation before it has occurred. In order to do this, it is critical to utilize the information regarding the communication of the behavior (i.e., to gain a good understanding of why the student is behaving in a particular manner and what he or she is trying to achieve by the behavior). The prevention plan must enable the student to achieve the same goal as the challenging behavior served. For example, if a student is engaging in "clowning" behavior in order to get attention, the prevention plan must allow the student to find more acceptable outlets for gaining attention (e.g., assisting the teacher, being the lead in a school play, etc.). If the preventative supports do not address the communication of behavior, it is likely that the student will engage in other, perhaps more destructive behaviors to meet his or her needs. Completion of this section provides a list of possible preventative strategies or supports for each of the student's challenging behaviors.

Steps to follow in completing this form

1. For each behavior, refer to "Categories of Supports to be Considered" at the end of the Communication of Behavior section. Select those categories of support which correspond to the identified communication of behavior.
2. For each relevant category of support, review the list of suggested preventative options. Check those options which seem to fit with the particular student's needs and make sense (i.e., are feasible) within the setting where they are to be implemented.
3. Brainstorm additional supports that would appropriately meet the student's needs.
4. Discuss options and prioritize possible prevention strategies and supports as a team. There may be different options picked for different settings. Underline on the worksheet those options which your team prioritizes.
5. Considering the options which are prioritized, write plans for how they will be implemented and enter on the worksheets **Student Support Plan** and **Summary of Student Supports**.

Helpful Hints

This form can be completed independently by different team members or as a group. In either case, it is important to discuss possibilities and prioritize supports as a team in order to ensure consistency of the plan and minimize confusion for the student.

Since many of the support strategies listed are already used by various teachers successfully, this list is helpful to prompt the use of these strategies across other environments.

Ask the student what he or she feels would be most effective.

Refer back to the student's strengths. Think about how to design creative interventions that will build on these strengths and enable the student to get his or her needs met.

Student Supports (Prevention)

Student: Sarah

Date: October

Increase Student Control and Choices

include the student in planning and problem solving ☒ include the student's family in planning and problem solving ☒ allow flexibility in the student's daily schedule ☒ shorten time student involved in activities ☒ allow the student to sit apart from certain classmates or adults ☐ allow the student to transition to the next class/activity at a different time ☐ allow the student to select his/her seat (near door, teacher, window) ☒ add interesting activities and experiences matched to the student's goals ☒ assist the student to self-evaluate his/her work ☐ allow the student to choose between various assignments ☒ allow the student to leave class when needed ☒ allow student to choose testing methods ☐ develop assignment which emphasize the student's strengths, interests and talents ☐ others:

Increase Opportunities for Positive Attention and Friendships

identify a teacher advisor/mentor within the school ☐ develop a "circle of friends" ☒ engage family, friends, faculty, student in a maps activity ☒ identify an adult mentor within the community ☐ increase the number of community activities the student has access to ☒ assist the student to join after school groups/clubs/teams ☒ increase others' knowledge of the student's interests, strengths and preferences ☒ use classroom teaching assistants rather than an assistant paired directly with the student ☐ speak and react to the student in ways that model respect and friendship ☒ encourage other students to include the student in activites ☒ develop a peer buddy system for the student ☒ provide social rewards (attention) for ingaging in positive behaviors ☒ peer mentor ☐ others:

Physical Arrangement and Classroom Management

allow the student to sit in a position in the classroom which will best meet his/her needs (e.g., near the front of the classroom, near the teacher, near the door, near a window, near a supportive peer, away from unsupportive peers) ☒ arrange classroom seating to facilitate cooperative interactions, sharing of materials and ideas between student and adults ☒ allow the student to leave the classroom (go to the office, run and errand, go to see the guidance counselor) when anxious or fearful ☒ limit the student's access to peers or adults who tend to set the student off ☐ model appropriate ways of interacting with the student for peers and other adults ☒ assess classroom rules in relation to the student's strengths and needs ☐ assess classroom discipline methods in relation to the student's strengths and needs ☐ integrate the teaching of classroom rules and procedure into daily lesson plans ☒ limit distractions (noise, crowed seating arrangement, too many materials in front of student) ☒ others:

Increase Student's Status, Self-Esteem, Image

support the student to be a peer mentor/tutor ■ involve the student in community service activities ☐ give the student assignments which will guarantee success ■ assist the student to obtain a job ☐ add prosocial skills to the student's curriculum ■ give the student additional responsibilities which match his/her interests and abilities ☐ provide the student with age-appropriate, high status materials, clothing, accessaries (in style for age group and community) ☐ give the student high status classroom/school jobs/ roles ☐ emphasize the importance of areas in which the student has natural abilities or strong interests (drawing, music, drama, pottery, sports, computers, film, reading, math, etc.) ■ others:

Match Teaching Strategies and Groupings to Student Strengths

utilize small group (3 to 6 students) teacher directed activities ☐ utilize small group (3 to 6 students) student directed activities ☐ utilize cooperative learning group activities ☐ utilize activities in which students work in pairs ☐ provide students training on how to work in a group ☐ provide students with frequent feedback on group skills ☐ select groups in advance to insure good matches with student ☐ rearrange groups often ☐ keep activities short ☐ utilize activities in which students work independently ☐ utilize a peer partner/tutoring format ☐ limit large group (whole class) activities ☐ insure student attention prior to giving directions ☐ provide the student with written directions ☐ keep directions clear and concise ☐ limit the use of a lecture format ☐ provide the student with lecture notes/audio tapes of lecture ☐ utilize a questioning /discussion format ☐ repeat/reword questions and answers ☐ check for comprehension before going on to new topic ☐ use teacher demonstration/modeling ☐ provide opportunities for students to role play ☐ coach the student through role plays/activities ☐ provide opportunities for practice with feedback ☐ provide opportunities for the student to use computers ☐ others:

Match Instructional Activities and Materials to Student Strengths

tailor materials to match student abilities and interests ☐ utilize hands-on activities ☐ use real life examples matched to student's age and interests ☐ use materials and activities that students commonly have access to in home and community environments ☐ use a variety of materials and activities to teach important concepts provide a variety of books/articles/materials for each lesson and allow students to select a few ☐ emphasize cooperation among students and sharing of materials ☐ limit competition between students ☐ allow student a choice of activities ☐ provide opportunities for problem solving ☐ provide student with pre-training on materials, content, vocabulary ☐ others:

Match Expected Response and Testing Methods to Students's Strengths

allow the student to communicate ideas/demonstrate learning in a variety of ways (art, music, dance, poetry, oral presentations) ☐ don't require the student to respond in ways which are likely to produce extreme stress or anxiety (e.g., read aloud for a nonreader, essay exam for a poor writer) ☐ when anxiety producing responses cannot be avoided, provide additional support tailored to the students needs ☐ provide extra practice in non-threatening, supportive situations ☐ read the test to the student ☐ test the student in private ☐ give the student extra time to answer/complete test ☐ test the student on a subset of the material ☐ break the test into shorter segments given over a period of days ☐ allow student to use computer/calculator for assignments ☐ others:

Summary of Student Supports (Prevention)

Student: Sarah

Date: October

☑ Increase Student Control and Choices
Plan:
1. Include student in planning process
2. Allow Flexibility in daily schedule

☑ Increase Opportunities for Positive Attention and Friendships
Plan:
1. Start a 'circle of Friends'
2. Develop peer buddy system

☑ Increase Student's Status, Self-Esteem, and Image
Plan:
1. Support student to be peer mentor
2. Emphasize the importance of areas in which the student has natural ability

☑ Physical Arrangement and Classroom Management
Plan:
1. Allow student to leave room when anxious or Fearful
2. Limit distractions in class when student is working

☐ Match Teaching Strategies and Groupings to Student Strengths
Plan:

☐ Match Instructional Activities and Materials to Student's Strengths
Plan:

☐ Match Expected Response and Testing Methods to Student's Strengths
Plan:

Replacement Behavior

TEACHER:

This process really is comprehensive. Before we started, my idea of planning was to look at different consequences for Sarah's behavior. I just know that time out wasn't working. Now that we have finished talking about prevention and we're working on replacement behaviors, I can see that planning for kids with emotional problems needs to involve a lot more than just consequences.

I must say, though, that the concept of replacement behavior was confusing for me to understand at first. I remember thinking that a replacement behavior is what Sarah should be doing instead of acting out. So when it came to talking about replacement for her aggression, I suggested that she sit quietly at her desk instead of hitting her peers. I guess I was a little off. The facilitator told us that the replacement behavior also had to meet the needs that Sarah was communicating through her challenging behaviors. We looked back to the communication form, and saw that her aggressive behavior was a sign that she needed to escape or avoid a stressful situation, like reading. So, I guess sitting at her desk wouldn't meet her need to take a break. I think I'm getting it now.

Ms. Jones suggested that she come to the cafeteria when she is overwhelmed because she likes spending time with her. At first I wasn't crazy about this because then Sarah would miss more work and I was afraid she would feel more overwhelmed when she came back. But then her mom pointed out that she wasn't getting her work done anyway and maybe if we limited the time to five minutes she would be ready to work when she came back. I suppose it's better than her abusing her classmates. I also realized that this could be a last resort because if we get a high school student to tutor her then she might not feel overwhelmed by the work in the first place. Now I understand why you need to do both prevention and replacement.

Mr. Ford suggested that maybe we pull her out of class to do some individual social skill training. But Sarah's mother said that it wouldn't do any good to work with her by herself, when her problems are with other kids. Ms. Macy said maybe I could teach a social skills program to the whole class. At first I said no way, I don't know the first thing about social skills instruction. Besides, as if I don't have enough to do! The guidance counselor offered to team teach with me, if that would help. I still was apprehensive about it, but I do understand the point that Sarah's mother was trying to make.

On the Repalcement Skills to be Taught form we decided that Sarah needed some sex education. I thought I could work it into one of my lessons, but Ms. Beebee said that there was too much community opposition. Her mother is going to take her to Planned Parenthood so that Sarah will still have someone to talk to about sexual issues. They might even have some groups for kids who have been sexually abused.

Replacement Behavior

This section is important because...

Even the most perfect environmental conditions combined with support strategies to create a caring community of providers for the student cannot insure that the student will not at some point experience anxiety, anger, boredom, over stimulation, etc.. Therefore, replacement behaviors are designed to replace the student's challenging behavior by teaching the student a more appropriate coping strategy. Completion of this step in the process will help the team select the new behaviors that will be taught to the student to replace the problematic ones, and plan for how these behaviors will be taught and supported.

Steps to follow in completing this form

1. List each of the three challenging behaviors that have been targeted in each of the boxes.
2. Using the **Replacement Skills to be Taught** checklist as a prompt, brainstorm as a team possible replacement behaviors to teach the student that will be more appropriate and have the same communication as the challenging behavior(s).
3. Consider how the replacement behavior functions to meet the student's needs. Enter the team's hypothesis under "How does the replacement behavior function to meet the students needs?"
4. Next the team should consider whether the replacement behavior will be as effective as the challenging one in getting what the student is communicating. If the selected replacement behavior will not get the same needs met as the challenging behavior, then the team needs to consider other more effective replacement behaviors.
5. Once the replacement behaviors have been identified for each challenging behavior, the team needs to brainstorm possible ways to teach and support the demonstration of the new behavior by the student. Write the strategy for teaching the replacement behavior under "How will the replacement behavior be taught?" Continue this process until a teaching strategy has been identified for each new replacement behavior.

Helpful Hints

It is most helpful to have the student at the meeting. If the student doesn't believe that the new behavior will work, they won't use it.

Replacement Skills to be Taught

Student: Sarah

Date: October

Non-Verbal Communication/Body Language

Show preferences ☐ Indicate rejection/protest ☐ Indicate acceptance through facial expressions ☐
Make eye contact ☐ Use welcoming gestures ☐ Keep interpersonal distance ☐ Maintain physical appearance ☐
Consistent verbal expression with facial/body gestures ☑ Other:
Plan:

Social Relationships

Introduce yourself ☐ Begin/end conversation ☐ Play a game ☐ Take turns ☐ Offer assistance ☐
Ask a question ☐ Give/take compliment ☐ Share ☐ Apologize ☐ Negotiate ☐ Deal with group pressure ☐
Accept no ☐ Say no ☐ Express feelings ☐ Respond to teasing ☐ Other:
Plan:

Self-Management

Recognize own/other feelings ☑ Deal with fear ☑ Deal with anger ☐ Deal with losing ☐ Deal with failure ☑
Deal with frustration ☑ Accept consequences ☐ Relax ☑ Solve problems ☐ Make decisions ☐
Transition to activity ☑ Other:
Plan: reinforce appropriate use of coping skills for dealing with fear, Failure, Frustration, transition times

Personal Safety

Drugs and alcohol ☐ Physical and sexual abuse ☑ Sexual harassment ☑ Suicide prevention ☐ Sexual education ☑
Other:
Plan: reinforce appropriate behaviors, individualized sexual education/information (e.g. consent versus nonconsent; bodyspace, etc)

Replacement Behavior

Student: Sarah

Date: October

Behavior #1: hyperactivity	**Replacement Behavior:** pass to cafeteria (5 minutes)
How does the replacement behavior function to meet the student's needs? reduces anxiety	How will the replacement behavior be taught? modeling reinforce when demonstrates new behavior strategy

Behavior #2: aggression	**Replacement Behavior:** ask for help
How does the replacement behavior function to meet the student's needs? student wants to be successful. With support from a peer or adults, she will feel assured of not making a mistake	How will the replacement behavior be taught? self monitoring - when asking for help self management strategies reinforce when asks for help

Behavior #3: sexualized behaviors	**Replacement Behavior:** appropriate social skills
How does the replacement behavior function to meet the student's needs? will give Sarah more appropriate ways of interacting with others successfully.	How will the replacement behavior be taught? one-to-one whole class self monitoring - for when using targeted new skills reinforcing when she uses new skills

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Response to Challenging Behavior

PARENT:

Well, so much for good intentions. When we went through that response form at the last team meeting, it was pretty clear that the consequences we've set up for Sarah haven't been very effective. When the old plan was set up it sounded reasonable that Sarah should get sent to the planning room or the office when she was being disruptive or taunting other students. But when we actually stopped to think about it, it became clear to all of us, that threatening to send her out of the room as punishment was just causing her to act out even more. I guess it's the same at home too. It seems like whenever we have friends over, Sarah always does something to get herself sent to her room during dinner.

When I thought back to the reasons that Sarah might be getting into fights with other kids, I remembered what we had decided about her need for escape—especially when she thinks the work is too hard for her. I suppose sitting at the dinner table with strangers might also be stressful for her. Not to mention the fact that Sarah has a hard time just sitting still. If the reason she's acting up is to get out of things, I guess it doesn't make much sense to punish her by sending her out of class. That will probably just reinforce what she does, since it meets her need to avoid work that is hard for her. Now I understand why the old plan never worked so well.

So then we got to the hard part, thinking about how to respond differently. Ms. Chang suggested that maybe instead of punishing her, we give Sarah a reward at school when she was not aggressive toward anyone for a whole day. Most everyone thought that was a pretty good idea, but it was hard to think about what type of reward and when. We decided she should have the opportunity to get rewarded every day, because a week is a long for her to hold it together. Besides, if she blew it on Monday—she'd never try for the rest of the week. So then we had to think about what to use for a reward. Ms. Macy suggested that she get some fun time with Ms. Franklin, her instructional assistant, or another student, every day that she is not aggressive. I thought that was a pretty good idea, but the teacher had some concerns with that. Mostly, she was afraid of Sarah falling even further behind in her work if she missed a lot of class.

After that, we were at a stand still for what seemed like an eternity. It was so hard to think about what to do instead. I started thinking about how much Sarah hates going to bed the same time as her younger sister. I've been thinking about letting Sarah stay up a little later, anyway. Maybe that could be the reward. If Sarah holds it together in school, we can let her go to bed one hour later than she normally does. This way it wouldn't interfere with her schoolwork and I know it's something she really wants. Maybe if she's really good for a whole month, I'll even buy her a CD—that should definitely be an incentive. When I told my idea to the team, they really seemed to like it. It was so great to feel like the team valued my input and it ties her plan into something at home which will help me.

For the times that she's sexually inappropriate with other kids, we decided on a different approach. Up until now, she's been getting detention for that. But that doesn't really help her relationship with other children and doesn't seem to be teaching her anything. So, instead, whenever she does something like that now, she's got to apologize to the kid she offended. I don't know what the effect of that will be, but at least she might get to hear the feelings of the other child which could do her some good. She's a pretty sensitive kid—she might take some of that in. I don't really think she wants to hurt her classmates. I think she just wants to makes some friends, but doesn't know how to go about it. Hopefully, the social skill lessons will help with that. The other behaviors, like being restless, we've decided to just let slide for the time being. It's just too hard to take on everything at once.

A couple of the team members felt the other kids would think it wasn't fair that Sarah was getting different treatment from the rest of the class for her disruptive and aggressive behavior. This led to a long discussion about fairness. I understood where the teachers were coming from—it must be really hard to deal with so many children at once and treat them all equally. I know what it's like when I give one of my daughters something—I always feel like I need to find something for the other one. But, I was also thinking that it wasn't very fair that Sarah was the one who was abused. To this day, she thinks it's something about her, something she must have done to be the "chosen" one. While I was thinking about that, Ms. Jones spoke up. It seemed like she had just read my thoughts. She said that Sarah hadn't had a very "fair" life and as a result had different needs. Then her computer teacher, Mr. Stevens, pointed out that Sarah gets treated differently as it is, but what we're doing now doesn't really seem to be working. He felt that the new plan was worth a try. Finally, everyone decided to give it a try at least for one month and then reevaluate.

Current Response to Challenging Behavior/ Response Plan

This section is important because...

Regardless of how comprehensive your prevention and teaching plan is, there will be times when the student will exhibit the challenging behavior. Remember, the challenging behavior has been a very effective way for the student to meet his or her needs, and it usually works every time. When these occasions do occur, it is extremely important that the student's teachers and parents respond to the student in a consistent and supportive manner. Interventions should be supportive of the student and others while emphasizing non-punitive, gentle, normal, and instructional strategies. The following forms are intended to assist your team to first articulate how you currently respond to the student when the behavior occurs and to consider whether or not your typical responses are appropriate or effective responses to the behavior. The final pages are to facilitate the development of a plan for responding to the behavior.

Steps to follow in completing this form

1. On the **Current Response to the Challenging Behavior** form, list the behaviors that the student demonstrates, what the situation is, and what the typical response is by school staff, in the boxes on the left side of the form.
2. For each behavior, consider the intent of the typical response, e.g., to stop the behavior, to keep control of the situation, to punish the student for the behavior, etc.
3. For each behavior, consider what the typical response actually does, e.g., stops the behavior, increases the behavior, punishes the student for the behavior, etc.
4. On the **Response Plan** form, list the behaviors from above.
5. For the first behavior, list the behavior and the situation on the form, and then as a team, brainstorm possible responses for when the behavior occurs. Consider what the intent of each response is, e.g., to stop the behavior, to punish the student, etc.
6. As a team, choose a response for the first behavior, recording it on the form. Then indicate in the box to the right, what the intent of the response is.
7. Repeat for each of the student's challenging behaviors.

Helpful Hints

Try to work on the Plan when the team is feeling positive about the student. It will be easier to avoid developing punitive responses. Remember, the purpose of the response plan is to communicate that the student's challenging behavior will not work, not to punish the student.

Often the student has some of the best ideas about what would be an effective response to their challenging behaviors. Be careful though, sometimes the students are harder on themselves than necessary.

Have a peer of the student give a perspective on what your response to the challenging behavior will do, i.e., will it stop the effectiveness of the challenging behavior or punish the student.

Current Response to the Challenging Behavior

Student: Sarah

Date: October

Behavior #1 hyperactivity

Behavior # 2 aggression

Behavior # 3 sexualized behaviors

Behavior: hyperactivity
Situation: in classroom, increased stimulation
Typical Response:
usually nothing unless disrupting others, then teacher talks to the student and redirects the task or student to something else

The intent of the response is:
- To stop the behavior ☒
- To keep control of the situation ☐
- To punish the student for the behavior ☐
- To teach the student a more appropriate behavior ☐
- To avoid dealing with the behavior ☐
- To minimize disruptions to the activity ☒
- To maintain a relationship with the student ☐
- Don't know ☐

The response actually serves to:
- Stop the behavior ☒
- Increase the behavior ☒
- Punish the student for the behavior ☐
- Strengthen the behavior ☒
- Teach the student a more appropriate behavior ☐
- Minimize disruptions to the activity ☒
- Harm the relationship with the student ☐
- Maintain a relationship with the student ☐
- Other:

Behavior: aggression
Situation:
Typical Response:
teacher talks to student, student is directed to the planning room, student develops plan, student is removed from the classroom for one day (1st incident), two days (2nd), three days (3rd incident), etc.

The intent of the response is:
- To stop the behavior ☒
- To keep control of the situation ☒
- To punish the student for the behavior ☒
- To teach the student a more appropriate behavior ☐
- To avoid dealing with the behavior ☐
- To minimize disruptions to the activity ☒
- To maintain a relationship with the student ☐
- Don't know ☐

The response actually serves to:
- Stop the behavior ☐
- Increase the behavior ☒
- Punish the student for the behavior ☐
- Strengthen the behavior ☐
- Teach the student a more appropriate behavior ☐
- Minimize disruptions to the activity ☐
- Harm the relationship with the student ☒
- Maintain a relationship with the student ☐
- Other:

Behavior: sexualized behaviors
Situation:
Typical Response:
teacher talks with the student, student goes to planning room, student develops a plan

The intent of the response is:
- To stop the behavior ☒
- To keep control of the situation ☒
- To punish the student for the behavior ☐
- To teach the student a more appropriate behavior ☐
- To avoid dealing with the behavior ☐
- To minimize disruptions to the activity ☐
- To maintain a relationship with the student ☐
- Don't know ☒

The response actually serves to:
- Stop the behavior ☐
- Increase the behavior ☒
- Punish the student for the behavior ☐
- Strengthen the behavior ☒
- Teach the student a more appropriate behavior ☐
- Minimize disruptions to the activity ☐
- Harm the relationship with the student ☐
- Maintain a relationship with the student ☐
- Other:

Response Plan

Student: Sarah

Date: October

Behavior #1 Hyperactivity #2 Aggression #3 Sexualized Behaviors

Behavior: Hyperactivity
Situation: in classroom with increased stimulation
When the behavior occurs we will:

1. Facilitate student recognizing need to decrease stimulation
2. allow student to get up, leave, etc.
3. Focus on re-working class routine to maximize students hands on strengths

The intent of the response is:
To stop the behavior ☐
To keep control of the situation ☐
To punish the student for the behavior ☐
To teach the student a more appropriate behavior ☑
To avoid dealing with the behavior ☑
To minimize disruptions to the activity ☑
To maintain a relationship with the student ☑
Other:

Behavior: Aggression
Situation: in class when request for work occurs
When the behavior occurs we will:

1. will provide more "appropriate" options and process with student
2. work to engage student in preferred, strength based activities
3. provide alternate work options
4. reinforce choices

The intent of the response is:
To stop the behavior ☑
To keep control of the situation ☐
To punish the student for the behavior ☑
To teach the student a more appropriate behavior ☐
To avoid dealing with the behavior ☐
To minimize disruptions to the activity ☑
To maintain a relationship with the student ☑
Other:

Behavior: Sexualized Behaviors
Situation: when student wants to engage peers
When the behavior occurs we will:

1. develop circle of Friends
2. encourage involvement with student(s) that are positive role models and activity driven
3. intervention will include reviewing appropriate behavior choices
4. encourage "Feeling" discussion about how we Feel, how we act on those Feelings, etc.

The intent of the response is:
To stop the behavior ☑
To keep control of the situation ☐
To punish the student for the behavior
To teach the student a more appropriate behavior ☑
To avoid dealing with the behavior ☐
To minimize disruptions to the activity ☐
To maintain a relationship with the student ☑
Other:

Evaluation Procedures

STUDENT:

Just when I thought we were done, the rest of the team said we needed to come up with a way to evaluate our plan. I wasn't sure exactly what they meant by evaluation, but Ms. Chang said that evaluation meant figuring out a way to see if the plan is helping me to feel better about myself, make more friends, and not get into trouble so much. She said that if we evaluated the plan and figured out that something was not working, then we could change it and try to figure out something that would work better. I told her that I thought maybe we should also try to figure out what did help me feel better because then we would know not to change that!

We looked at the observation form and decided that Ms. Macy could do an observation in the classroom once a month to see how things were going there. I said that I felt most comfortable with her watching because I knew that she was my friend, and that she wouldn't just be out to get me. I don't think the rest of the team was so sure about her doing it; they said that she hadn't had much "experience" with doing observations. I wasn't sure why you needed experience to do that, I mean, doesn't observation just mean watching kids? Ms. Macy watches kids all day. Ms. Jones said that maybe we could compromise and she would teach Ms. Macy how to do the observation in the class. I think Ms. Macy liked that because she doesn't get to see the classroom very much.

I thought that the observation might help see if I was doing better in the classroom, but it wouldn't really let people know if I was feeling any better inside. My mom suggested that maybe I could keep a journal of how I was feeling every day. That wasn't a bad idea, but I definitely don't want all of the team members reading my personal thoughts. My mom said that maybe I could just tell people what I was comfortable sharing. Maybe before the team meeting I could write a little summary about how I was feeling for the past week. Ms. Jones said that she liked that because then I could see how I was feeling over a period of a week. Then if we kept all of the summaries, we could look back over a month or two to see what was going on when I was feeling good or bad.

Direct Observation Form

This section is important because...

Directly observing the student provides information about the antecedents to the student's positive and negative behaviors, the consequences that follow the student's behaviors, and the communication of the student's behavior across situations. These observations can be done by any of the team members. In fact, many teams prefer having several different observers, especially observers who are not typically in that role at the school (i.e., a teacher observing another teacher's classroom, the parent observing recess, the administrator observing transitions between classrooms). Sometimes direct service providers with the student don't notice the positive changes in the student's behavior because the change has been very gradual, small changes over a long period of time. Thus direct observations of the student by a neutral observer can be useful as a monitoring tool for measuring changes in behavior over time. Use of this observation tool allows the team to gather information about what happens prior to the occurrence of the behaviors (i.e., teacher directive, attention from peers, student is alone), what the behaviors are (i.e., burping, spitting, saying something abusive to the teacher), what happens following the occurrence of the behaviors (i.e., peer attention, teacher reprimand, isolated), and what the behaviors seem to be communicating (i.e., need to control, have revenge, escape, play, calm down, etc.).

Steps to follow in completing this form

1. As a team and referring to the worksheets **Student's Schedule** and **Selection of Behaviors to Address**, discuss when it appears a direct observation of the student would be most beneficial. For example, if the behaviors are most likely to occur during social studies and math class, these would be good times to schedule an observation. If the team is unsure of when the behaviors tend to occur or feel that the behaviors are unpredictable, observation times should be scheduled across as much of the day as possible.

2. Once the times of the day are determined, who will observe needs to be determined. Since everyone's time is valuable and limited, it helps to share this task across several individuals.

3. Once the observers have been selected and the schedule of observations is determined, the observers should review the **Direct Observation Form** to make sure they understand how to observe and record the information.

4. When observing, anything that occurs prior to the problematic behavior, should be recorded in the first column, "what occurs prior to the behavior". What the behavior is should be written under, "what the behavior is" (make sure you are specific, e.g., hitting as opposed to abusive). Anything that happens immediately after the behavior occurs should be recorded under, "what happens after the behavior occurs." The observer should then record what they think the student was trying to accomplish or communicate through the behavior under, "communication of the behavior."

Direct Observation Form

PAGE 2

Helpful Hints

A blank calendar grid can be helpful for organizing the schedule for observations. It also helps the teachers to know when and who will be in their classrooms.

It can be very informative to observe the settings or classrooms in which the student is successful. This can provide information about successful teaching strategies, how to arrange the environment, what activities the student engages in, how the teacher responds to the student's behaviors if they occur, who the other students are and how they interact with the student, etc.

After completing the **Communication of Challenging Behaviors** *worksheet, the team may be divided as to what they think the student's behaviors communicate, what occurs prior to or after the occurrence of behaviors, and who tends to be with the student when the behaviors occur. Having a team member directly observe could add clarity.*

Direct Observation Form

Student: Sarah

Date: October

What was Happening Before Behavior Occurred?	What Was the Behavior?	What Happened After the Behavior Occurred?	What Was the Communication?
(i.e., isolated, transition, social interaction, directive)		(i.e., teacher attention, peer attention, reprimand, nothing)	(i.e., attention, revenge, self-regulation, control, avoidance, play)
language arts activity; small group; no teacher	hitting; pulling peer's hair	planning room; teacher intervention; negative peer attention; removed from class	escape
isolated, on playground	ran after and touched ♀ peer on chest	peer pushed away, went for teacher, verbal exchange	attention
task transition	knee bouncing; walking around the classroom	behavior ended after 5 minutes no attention from anyone	Self regulation

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Outcome Evaluation Plan

This section is important because...

After an individualized support plan has been designed for the student, the team needs to consider how the intervention will be monitored for effectiveness on an ongoing basis. Frequently, modifications in the plan need to be made as behaviors change, new situations arise, or different interventions are found to be better suited for the student. The evaluation methods that are used should be selected on the basis of utility to the team (i.e., how useful is the information that is collected?) and practicality (e.g., Is it feasible to conduct the particular assessment procedure on a regular basis?). Evaluation methods should also reflect the perceptions of different individuals and different settings. Completion of this section provides a method for determining the effectiveness of the plan on an ongoing basis.

Steps to follow in completing this form

1. Decide as a team what behaviors (e.g., hitting other students, being verbally abusive) and situations (e.g., lunchroom, recess) need to be monitored. Prioritize just a few to begin with.
2. Determine the desired outcome (e.g., interacting with peers in an appropriate, nonaggressive manner) for each problematic situation prioritized above.
3. Check those evaluation methods that are best suited and most practical for monitoring each behavioral outcome.
4. Indicate who is responsible for carrying out each portion of the evaluation. It is useful to get multiple observers (e.g., teacher, parent, cafeteria worker) and varied settings (e.g., reading, math, recess, lunch, home).
5. Decide on a period of time over which the evaluation process will be conducted (e.g., every other day for the next 2 weeks).
6. Re-evaluate, using the same measures, at regular intervals.

Helpful Hints

Be as specific as possible in listing the desired outcomes. Make sure the behavior is easily observable and has a definitive beginning and end.

Share the responsibility for collecting outcome information across team members (i.e., have teachers observe in each other's classrooms).

Have the student self-monitor his or her behaviors. The student can help select which behaviors he or she is responsible for observing (do not choose too many to begin with). The student can carry this list throughout the day to check periodically on his or her progress. At the end of the day, an adult should be responsible for reviewing with the student his or her self-evaluations. It is useful to add a reinforcement component which would involve rewarding the student for engaging in self-monitoring (this initially does not need to reflect accuracy, just that it was done).

Outcomes Evaluation Plan

Student: Sarah

Date: October

	Evaluation Method							
Student Outcome	Teacher/Parent Report	Written Product	Behavior Count	Student Self-Evaluation	Classroom Observations	Video	Audio	Other (specify)
hyperactivity	✓		✓	✓	✓			
aggression	✓		✓	✓	✓	✓		
sexualized behavior	✓		✓	✓	✓	✓		

Support Plan at a Glance

SPECIAL EDUCATOR:

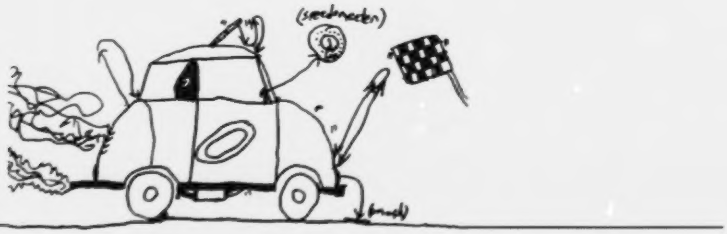
After we had summarized all the plans we had put together, I was both excited and nervous. I felt we had come up with some very creative ideas and for once it wasn't all me that was responsible for the planning. It was hard, though, to give up the control of being the one in charge of all the planning. There was a part of me that still felt that since I'm the one with the degree in special education, I should be the one responsible for this child. However, I don't think I could have come up with such a comprehensive plan on my own. For one thing, I never seem to have the time to sit down and first come to an understanding of what's going on for the student. If I was doing it on my own, I would have had to go to each person separately, which is much too time-consuming. Despite our ups and downs, it was good to have everyone together at the meetings to share whatever information they had on Sarah. I rarely get to spend so much time with a parent—just trying to get an understanding of their child. And I've certainly never met so frequently with someone from an outside agency. But it was great to have the input of Sarah's therapist. I was also a little reluctant at first to have Ms. Jones, the cafeteria worker, join the team. I sure changed my mind on that one—I couldn't believe the insight she had about Sarah. Clearly, she is someone that Sarah trusts.

It also made so much sense to have everyone involved in the planning from the start. I hate it when I make a classroom plan and the teacher is resentful because either it doesn't make sense for the classroom or it's just too much work. Hopefully this time the teachers will be a lot more invested in carrying out the plan, given that they had equal input into its design.

It also worked out well to have Sarah's input. I wouldn't normally have a student sit in on a team or work with me on a plan. At first I was a bit intimidated about having her there. I was afraid that I wouldn't be able to speak my mind or that we'd have to always tip toe around issues. I also thought she might be uncomfortable talking about her behaviors. While it was weird at times, it worked out a lot better than I thought. It was actually much harder for Sarah to sit through the discussion around her strengths, than the one about her behavior problems. Sarah had a lot more insight than I thought she would about why she does what she does. Many of her suggestions made a lot of sense. I guess she'll also be more invested if the plan reflects some of her ideas. I think Sarah was surprised and happy that we were putting in so much energy to come up with a better school plan for her. I don't think students generally know how much work goes in to planning for them!

It will be interesting to see what happens in a few months from now. I'm not expecting that Sarah will become a perfect angel—in fact, I don't think I'd like that—but I hope this helps to make her feel more comfortable at school. It would be great if she could finally make some good friends. I know that if she didn't taunt and scare the other kids the way she does, they would probably come around to like her.

I'm glad we decided to keep meeting on a regular basis as a team, even though we've already established the plan. I'm sure that we're going to need to make some adjustments in the plan as soon as school gets under way and we figure out the loopholes. Besides, it's been nice to have this support group—I'm sure I'll need it when things don't go quite as planned!



Race Driver

Student Support Plan

This section is important because...

Most behavior plans for students with challenging behaviors focus almost exclusively on how to consequate the behavior. It is our belief that the most effective plans actually include three parts: prevention strategies; teaching strategies to encourage use of the replacement behaviors; and strategies for responding. In addition, all of the above parts are based on the strengths of the student, as well as what the student seems to be communicating through the demonstration of his or her challenging behaviors. The ***Student Support Plan*** *form is designed to help the team organize the above information. The form includes a section for listing the student's strengths, challenging behaviors, what the communication of those challenging behaviors is, what prevention strategies are suggested, what the replacement behaviors will be and how they will be taught, and what the response plan is. Completion of this form provides a simple summary of the strengths and needs of the student, and what the plan is for addressing his or her needs.*

Steps to follow in completing this form

1. As a team, information from the **Student Strengths** form should be reviewed and recorded under the heading "Strengths".
2. Then the challenging behaviors demonstrated by the student should be listed under the heading, "Challenging Behaviors" (refer to **Description of Challenging Behaviors** form).
3. Next the team lists the communication of the challenging behaviors under the heading "Communication" (refer to the **Communication of Behavior** form).
4. As a team, review prevention strategies and list under heading "prevention" (refer to the **Student Supports (Prevention)** form).
5. As a team, review **Replacement Skills to be Taught** and **Replacement Behavior** Forms and list under heading "Replacement Behavior Plan."
6. Finally, as a team, review **Current Response to Challenging Behaviors** and **Response Plan** forms, and list under heading "Response Strategies" on Student Support Plan.

Helpful Hints

This should be distributed to all persons who work with the student.

Student Support Plan

Student: Sarah

Date: October

Strengths	Challenging Behavior	Communication of Behaviors	Student Supports (Prevention)	Replacement Behavior and Teaching Strategies	Response Plan
loves to spend time with sister loves music + pets athletic loves to run math + science computer	physical agitation	self regulation	Frequent changes in activities opportunity to get up and move around short length of time in each activity choices about which assignments you do when	Pass to cafeteria (5 mins.) model how to leave reinforce when demonstrating appropriate behavior practice relaxation	Cue that needs to relax + that getting overstimulated. Allow student to get up and leave
	aggression	escape/ avoidance	give assigments that guarantee success hands on activities activities in pairs or small groups sit near teacher + peers that are supportive	Ask for help self-monitoring self-management strategies reinforce when demonstrating	Provide more appropriate options Process with student Develop plan to try again
	sexualized behaviors	attention	Circle of Friends Have Sarah on planning team Teams after school highlight her strengths to peers + others	Social Skills for Interacting with peers one-to-one whole class self monitoring reinforcing Do prosocial activities with peers who are in Circle of Friends	review appropriate behavior choices circle of Friends discuss how feelings effect what we do, recognizing own feelings

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Horner, R.H., O'Neill, R.E., & Flannery, B.K. (1993). Effective behavior support plans. In M. Snell (Ed). *Instruction for individuals with severe disabilities* (pp. 184-214). New York:, NY: Merrill/ Macmillan.

Janney, R., Black, J., & Ferlo, M. (1989). *A problem solving approach to challenging behaviors: Strategies for parents and educators of people with developmental disabilities and challenging behavior.* Syracuse, NY: Child-Centered Inservice Training and Technical Assistance Network, Syracuse University.

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Schaffner, B.C., & Buswell, B.E. (1991). *Opening doors: strategies for including all students in regular education.* Colorado Springs, CO: Peak Parent Center, Inc.

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Appendix

Forming the Individual Student Support Team Checklist

Student: ______________________ Date Initiated: __________

Staff Member(s) Initiating the Process: ______________________

____

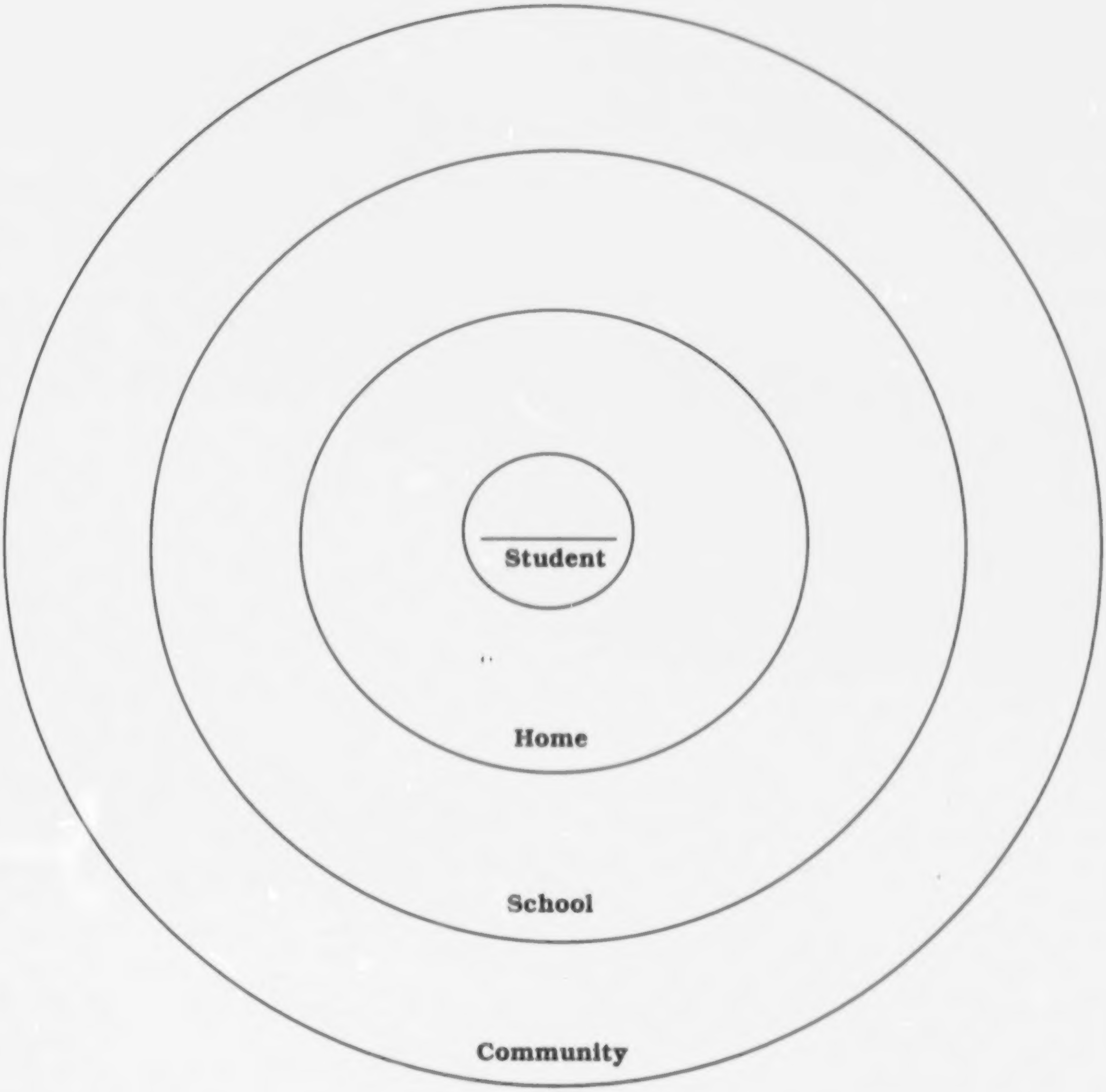
____

Check off and initial each step as it is completed ✓

1. Classroom teacher, Basic Staffing Team (for students who are enrolled in special education), principal or Instructional Support Team determines that the student requires more support than typically provided by the school. ○ ______
2. One or two concerned staff members visit the family and discuss the need for developing a team to support the student. ○ ______
3. The family is asked to identify who should be on the team. ○ ______
4. The family members are invited to be fully participating members of the team. ○ ______
5. An initial meeting date, time and location is set with the family to insure their ability to attend. ○ ______
6. The family is encouraged to bring a friend or advocate. ○ ______
7. The family is offered assistance to find child care for the meeting. ○ ______
8. The family is offered transportation to the meeting. ○ ______
9. The school invites other identified team members to attend the initial meeting. ○ ______
10. The initial meeting is held. ○ ______

Blueprint of Needs
Home - School - Community

Student: ______________________ Date: ______________________



Team Member Worksheet

Person	Advantages to Participation	Disadvantages to Participation	Core or Extended Team Membership?
The Student's Parents			Core ☐ Extended ☐ No ☐
The Student			Core ☐ Extended ☐ No ☐
Student's Classroom Teacher(s)			Core ☐ Extended ☐ No ☐
Other Teachers (e.g., Music, Health, Art)			Core ☐ Extended ☐ No ☐
Instructional Assistants			Core ☐ Extended ☐ No ☐
Student's Peers			Core ☐ Extended ☐ No ☐
Special Educator			Core ☐ Extended ☐ No ☐
Guidance			Core ☐ Extended ☐ No ☐
Community Providers (e.g., Mental Health, Child Protective Services)			Core ☐ Extended ☐ No ☐
School Administrator			Core ☐ Extended ☐ No ☐
Other:			Core ☐ Extended ☐ No ☐
Other:			Core ☐ Extended ☐ No ☐

Team Goals

Team: ______________________ **Date:** ______________

Team Goals

Why are we meeting? What do we hope to accomplish as a team?
What is the focus of our planning?

My Individual Goals

Team: ______________________ **Date:** ______________

My Individual Goals

Why am I a member of this team? What do I hope to accomplish as a team member? How can I improve myself through this experience? What can I offer to the team?

Group Norms

Team: ______________________ **Date:** ______________

Sample Norms: *Start meeting on time, share team roles (facilitator, note keeper, timekeeper), express feelings, share resources, listen to each other, treat each other with respect, process after each meeting.*

Team Meeting Worksheet

Student: ______________________________ Date: ______________

Team Members Present:	Team Members Absent:	Information Backup:

Roles	For This Meeting	For Next Meeting
Faciltator:		
Recorder:		
Timekeeper:		
Encourager:		
Other:		

Agenda For This Meeting

Time Limit:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Agenda For The Next Meeting

Next Meeting Date:

1. ______________________________
2. ______________________________
3. ______________________________

Team Meeting Worksheet

Minutes	Task	Person(s) Responsible	Completed by (Date)

Team Management Plan

Student: ______________________ Year: ____________

Core Planning Team Members: Position:

____

____

____

____

____

Extended Planning Team Members: Position: Info. Backup:

____

____

____

____

____

When will the the Team meet during the school year?

Core Team:	Extended Team:
Day of Week: ________ Time: ________	Day of Week ________ Time ________
Weekly ☐ Every Other Week ☐	Weekly ☐ Every Other Week ☐
Monthly ☐	Monthly ☐
Other ________________	Other ________________

If additional meetings (core or extended) are needed who will be responsible for arranging them? ________________________

Who is the primary parent contact person? ________________________

Who is the primary student contact person? ________________________

If the student or his/her parents cannot attend meetings, how will the team keep them informed and solicit their input? ________________________

____

Who is primarily responsible for supervision of teaching assistant?

____

Who is primarily responsible for monitoring the student's:

- physical management needs ________________
- social/emotional needs ________________
- relationships/friendships ________________
- transitions between activities or classes ________________
- Other: ________________

Interagency Information

Student: ______________________ Date: ______________

Home

Parents'/Guardian's Names ______________________

Address ______________ Telephone: (H) ________ (W) ________

Where does the student reside (if different from above):

Foster home ☐ Independent apartment ☐ Residential facility ☐

With relative ☐ Group home ☐ Supervised apartment ☐ Other ☐ ________

Address ______________________

School

School ____________ Town ____________ Grade ________

Contact person ____________ Position ____________ Telephone ________

School attended last year ______________________

Mental Health

Is the student involved with Mental Health? Yes ☐ No ☐

Nature of contact Assessment ☐ Counseling/Therapy ☐ Respite ☐ Other ☐ ______

Contact person ______________ Telephone ______________

Frequency of contact ______________

Social Services

Is the student involved with Social Services? Yes ☐ No ☐

Case worker ______________ Telephone ______________

Frequency of contact ________. Is the student in state custody? Yes ☐ No ☐

Health

Does the student require on-going medical care? Yes ☐ No ☐

Contact person ____________ Agency ____________ Title ____________

Frequency of contact ______________________

Juvenile Justice

Is the student involved with the Juvenile Justice system? Yes ☐ No ☐

Student legal status ______________________

Contact person ____________ Title ____________ Telephone ____________

Frequency of contact ______________

Vocational

Does the student receive vocation services? Yes ☐ No ☐

Nature of service Assessment ☐ School Services ☐ Community Services ☐

Other ______________________

Contact Person ____________ Agency ____________ Title ____________

Frequency of contact ______________ Telephone ____________

Summary of Services

Student: ______________________________ Date: ______________

Service	Provider Name/Organization	Date Started	Date Stopped	Comments
Special Education				
Chapter 1				
Speech/ Language				
Occupational Therapy/ Physical Therapy				
Vocational				
Counseling				
Psychological				
Social Work				
State Consultant				
Other				

Assessment History

Student: ______________________ Date: __________

	Date	Measure	Results	Recommendations
Cognitive				
Behavior				
Adaptive Behavior				
Affective				
OT/PT				
Speech/Language				
Vocational				
Other				

Summary of Accommodations and Individual Education Plan

Student: ______________________ Date: ____________

Summary of Current Accommodations

Identified through: Special Education ☐ Section 504 ☐ General Education ☐

Summary of Current IEP Goals/Objectives

Student's Schedule

Student: ______________________ Date: ______________

Monday*	Tuesday*	Wednesday*	Thursday*	Friday*

* Enter time of activity, activity name and location of activity.

Major Areas of Educational Emphasis– Family Perspective

Student: ______________________ Date: __________

Each area listed below should be an integral part of every student's educational experience. We will attempt to insure that the selected Areas of Emphasis are incorporated into every activity and experience that the student engages in as a part of his/her educational program.

Select Up to Three (3) Areas Which are of Particular Importance to Your Child:

☐ Academics *Comments:*

☐ Vocational *Comments:*

☐ Community Living *Comments:*

☐ Social Acceptance/Friendships *Comments:*

☐ Health/Safety *Comments:*

☐ Self Concept/Self Esteem *Comments:*

☐ Choice Making *Comments:*

☐ Self Control/Self Management *Comments:*

☐ Inclusion in Integrated Activities *Comments:*

☐ Other: (Please Specify):

Student Strengths

Student: ______________________ Date: ______________

List the student's strengths*.* *Be sure to consider all areas:* ***Emotional*** *(e.g., self concept, self-esteem, coping skills, positive attitude),* ***Social*** *(e.g., getting along with others, friendships, problem solving),* ***Artistic*** *(e.g., music drawing, singing, crafts),* ***Vocational*** *(e.g., specific job skills, vocational interests),* ***Physical/Athletic*** *(e.g., walks, runs, plays sports, swims),* ***Health/Safety*** *(e.g., travels safely, takes own medications, follows emergency procedures),* ***Academic*** *(e.g., reading, writing, math).*

*Star those strengths listed above that elicit praise or positive attention from others.

What objects, events or activities seem highly motivating for the student?

Who does the student most enjoy interacting with?

Student and Family Goals

Student Goals

What are your hopes and wishes for this year?

What are your hopes and wishes for the future?

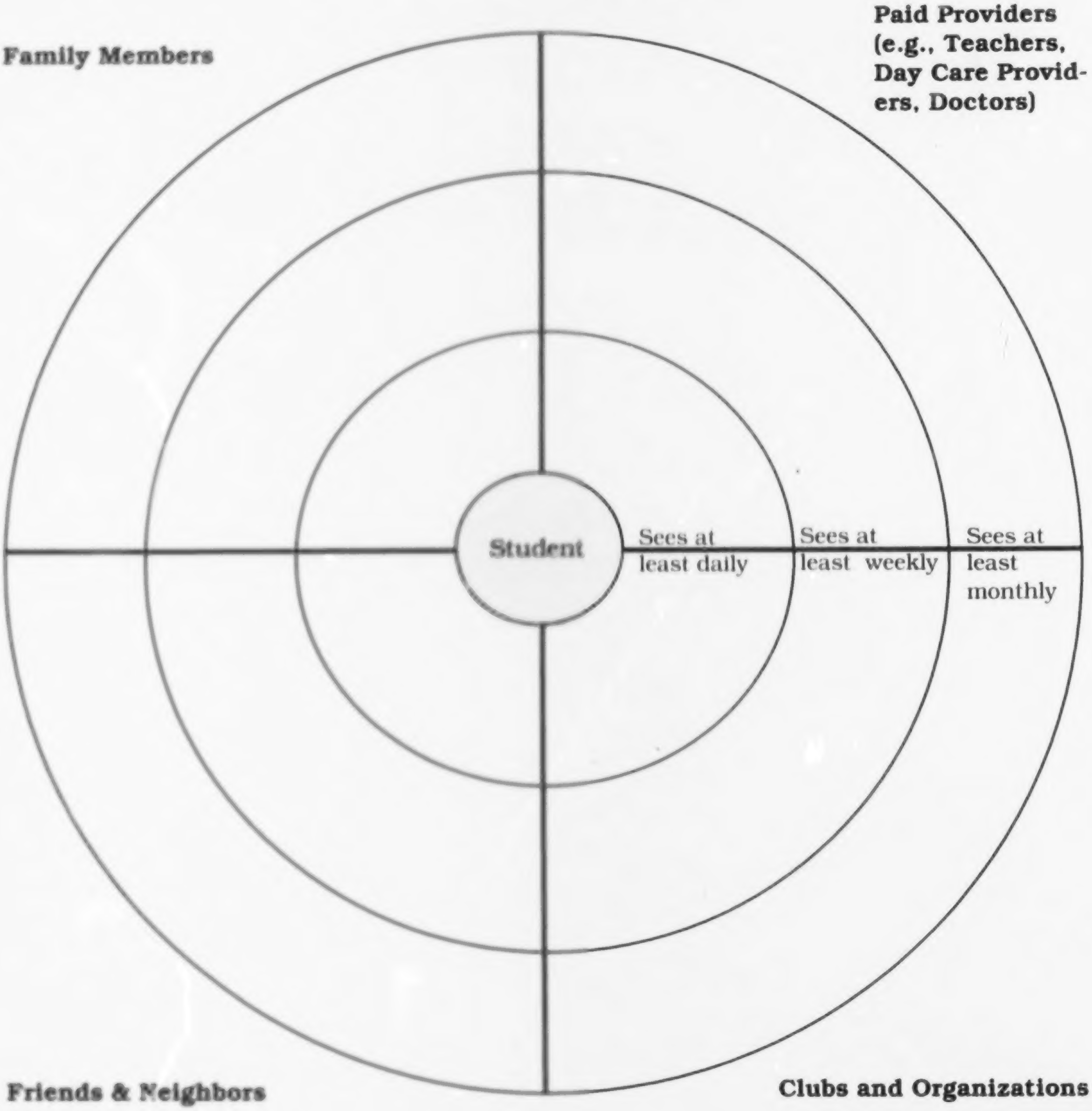
Family Goals

What are your hopes and wishes for your son or daughter for this year?

What are your hopes and wishes for your son or daughter for the future?

Community Network

Student: ______________________ Date: ______________



Medical, Physical and Social Concerns

Student: ______________________ Date: ______________

Medications

Medication Name	How does the medication affect the student?
1.	
2.	
3.	

Medical/Physical/Health Concerns - (e.g., allergies, tics, frequent illness)

Concern	How does this concern affect the student?
1.	
2.	
3.	

Social Concerns - (e.g., inappropriate sexual conduct, use of profanity, teasing, lack of friends)

Concern	How does this concern affect the student?
1.	
2.	
3	

Eating, Diet and Sleep Routines

Student: ____________________ Year: ____________

Eating Routines and Diet

Describe the general eating routines and diet of the student (e.g., eats 3 meals a day at consistent times, eats a lot of junk food, engages in binge eating, frequently misses meals).

Sleep Cycles

Describe the sleep patterns of the student (e.g., difficulty falling asleep, waking up during the night, nightmares, sleep walking, bed wetting/soiling, difficulty waking).

Substance Abuse History

Student: ______________________ Year: ______________

1. List the types of substances (e.g., alcohol and/or drugs, including cigarettes/tobacco as well as over the counter drugs such as Vivarin or No-Doz) that you suspect or know that the student is using.

2. Approximate frequency of use, if known, of substance (e.g., number of times per day, week, month).

3. When and where does the student usually use substances (e.g., morning at home, on the way to school, during the day at school)?

4. Use with others? Alone or with peers?

5. Has the student had any problems as a result of substance use (e.g., legal: arrested for use or possession; educational: falls asleep in school; psychological: personality changes, can't sleep; social: loss of friends; vocational: fired from job; medical/physical)?

6. Has the substance use increased or decreased in the past six months to a year? If so, does this coincide with any events in the student's life?

Stressful Events

Student: ____________________ Date: ____________

Check those events which have occurred in the life of the student...	within past 6 months	in past 2 years	since birth
1. Change in family constellation (e.g., birth of sibling, marriage of parent, pregnancy)			
2. Severe illness or accident of child, family member, friend			
3. Transition (e.g., change of school, move, new job of child or family member)			
4. Economic difficulties (e.g., loss of job by parent, financial loss)			
5. Emotional loss (e.g., death of a family members, friend, pet, parental separation or divorce, sibling leaving home, family member in jail, relationship break-up)			
6. Abuse (physical, sexual, emotional)			
7. Drug or alcohol involvement			
8. Other			

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Student Choices

Student: ______________________________ Date: __________________

How often is the student able to make choices about:

Food?	Often ☐	Sometimes ☐	Never ☐
Clothing?	Often ☐	Sometimes ☐	Never ☐
Friends?	Often ☐	Sometimes ☐	Never ☐
School activities?	Often ☐	Sometimes ☐	Never ☐
Home/ Family activities?	Often ☐	Sometimes ☐	Never ☐
Community/ Recreation activities?	Often ☐	Sometimes ☐	Never ☐

Comments:

Teaching Methods

Student: ______________________________ Date: ______________

1. Thinking about times when you have had the greatest successes in teaching this student, what methods did you use?

2. What things should be avoided so that you do not interfere with or disrupt a teaching session (e.g., offer too much help, pushing the student to get started)?

3. What things can you do to improve the likelihood that a teaching session will run smoothly?

4. What student outcomes are currently monitored by teachers, parents or other staff (e.g., frequency of challenging behaviors, academic skills learned, social skills mastered, activity patterns)?

Description of Challenging Behaviors

Student: ____________________ Date: ____________

Description of Behavior	**History** (How long used? Years/months)	**Frequency** (Times per min/ day/week)	**Duration** (Mins/ hours)	**Seriousness**
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐
				Somewhat serious ☐ Serious ☐ Very Serious ☐

Very serious: Threatens the health or life of the student or others
Serious: Limits or interferes with other's functioning, destroys property
Somewhat serious: Interferes with other's acceptance of student, difficult to be around

Do any of these behaviors occur together (e.g., occur at the same time, occur in a predictable chain of events)?

Selection of Behaviors to Address

Student: ______________________ Date: ______________

Behavior A: ______________________________________

Behavior B: ______________________________________

Behavior C: ______________________________________

Situation		**Behavior A**	**Behavior B**	**Behavior C**
Time of day	Most likely to occur			
	Least likely to occur			
Setting	Most likely to occur			
	Least likely to occur			
Other people	Most likely to occur			
	Least likely to occur			
Activity	Most likely to occur			
	Least likely to occur			
Other situations that are likely to set off the behavior (demands, transitions, delays)	Most likely to occur			
	Least likely to occur			

Typical Student Responses to Events

Student: ______________________ Date: ______________

Examples of Responses: gestures, facial expressions, motor agitation, withdrawing, profanity, aggression, walking/running away

Attention

1. In what ways does the student request attention?

2. In what ways does the student respond to attention?

Self-Regulation

3. In what ways does the student express anxiety?

4. In what ways does the student calm him or herself down when overexcited?

5. In what ways does the student indicate that he or she is bored?

Escape/Avoidance

6. In what ways does the student indicate confusion and frustration?

7. In what ways does the student respond to situations that are difficult for him/her?

Revenge

8. In what ways does the student indicate anger?

9. In what ways does the student indicate his/her feelings were hurt?

Control

10. In what ways does the student respond when something is taken away?

11. In what ways does the student reject or protest a situation you have created?

Play

12. In what ways does the student indicate pleasure?

Communication of Behavior

To Get Attention

Student: ______________________ Date: ______________

Behavior A ______________ **B** ______________ **C** ______________

Student Behavior:

	A	B	C
The behavior distracts teacher and classmates	○	○	○
Behavior occurs when no one is paying attention to the student	○	○	○
Behavior occurs when someone stops paying attention to the student	○	○	○
Behavior occurs when attention is paid to someone other than the student	○	○	○
Behavior occurs in front of valued peers	○	○	○
Behavior occurs as a dare or result of peer pressure	○	○	○
Other (list):			

Others' Reaction to Behavior

	A	B	C
Feels irritated or annoyed	○	○	○
The impulse is to say something	○	○	○
Other (list):	○	○	○

Student's Response to Intervention

	A	B	C
Compliant	○	○	○
Stops behavior temporarily	○	○	○
Behavior escalates if ignored	○	○	○
Other (list):			

Our Hypothesis:
The purpose is:
To Get Attention

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Adults pay more attention to inappropriate than appropriate behaviors
Student doesn't know how to ask for attention appropriately
Student doesn't get sufficient personal attention
Student has few friends
Student has low self-esteem

Positives
Student is interested in relationships with adults and peers
Student is asking for attention

Considerations for Developing a Plan
Increase opportunities for positive attention and friendships
Increase the student's status, self-esteem, and image

Communication of Behavior

To Get Control/To Get Something

Student: ____________________ Date: __________

Behavior A __________ B __________ C __________

Student Behavior:

	A	B	C
When doing the behavior, the student is disruptive and confrontational	○	○	○
Quiet noncompliance; when doing the behavior the student is often pleasant and even agreeable	○	○	○
Behavior occurs when an activity or event is taken away	○	○	○
Behavior stops when student gets her way	○	○	○

Other (list):

Others' Reaction to Behavior

	A	B	C
Feels angry or frustrated	○	○	○
Feels like you are losing control of the situation (power struggle)	○	○	○
The impulse is to do something physical	○	○	○

Other (list):

Student's Response to Intervention

	A	B	C
Agreeable/ less disruptive if able to obtain control	○	○	○
Continues to do nothing	○	○	○

Other (list):

Our Hypothesis:
The purpose is:
To Get Control/Get Something

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Society or family stresses dominant-submissive roles rather than equality in relationships
Success is defined as achieving personal power
Lack of control in person's life
Past history of abuse/victimization

Positives
Student exhibits leadership potential, assertiveness and independent thinking

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase the student's status, self-esteem, and image

Communication of Behavior

To Escape or Avoid a Situation

Student: ____________________ Date: ____________

Behavior A ____________ **B** ____________ **C** ____________

Student Behavior:

	A	B	C
Student does behavior when pressured to succeed	○	○	○
Student procrastinates, fails to complete projects	○	○	○
Student develops temporary incapacity or assumes behaviors that resemble a learning disability	○	○	○
Student develops physical complaints	○	○	○
The behavior occurs when the student is asked to do something she does not like to do	○	○	○
The behavior stops after you stop making demands	○	○	○
The behavior occurs in stressful situations	○	○	○
Other (list):			

Others' Reaction to Behavior

	A	B	C
Professional concern	○	○	○
Prescriptive	○	○	○
Resigned to failure	○	○	○
Frustration (knows student could do better if she "just tried")	○	○	○
Other (list):			

Student's Response to Intervention

	A	B	C
Behavior stops if demands stop or able to escape situation	○	○	○
Continues to do nothing	○	○	○
Other (list):			

Our Hypothesis:
The purpose is:
To Escape or Avoid a Situation

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Unreasonable expectations by parents and teachers
Student's belief that only perfection is acceptable
Emphasis on competition in the classroom
Star mentality
Failure to be avoided at all costs
The work is too difficult for the student

Positives
Student may want to succeed if he can be assured of not making mistakes and of achieving some status

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase the student's status, self-esteem and image
Individualize instruction based on the student's abilities and interests
Expand the number and type of activities to which the student has access

Communication of Behavior

To Get Revenge

Student: ____________________ Date: ____________

Behavior A ____________ **B** ____________ **C** ____________

Student Behavior:

	A	B	C
Behavior is hurtful	○	○	○
Student is sullen and withdrawn, refusing overtures of friendship	○	○	○
The student does not show remorse following behavior	○	○	○
The behavior occurs after you take something away	○	○	○
The behavior occurs after you require the student to do an unwanted activity	○	○	○
Student expresses concerns about "fairness"	○	○	○
Behavior is directed at person who is perceived as more "valued" by others	○	○	○
Other (list):			

Others' Reaction to Behavior

	A	B	C
Dislike, hurt, devastation in addition to anger, frustration, and fear	○	○	○
Fight or Flight	○	○	○
Other (list):			

Student's Response to Intervention

	A	B	C
Hurtful	○	○	○
Behavior continues and intensifies until stopped on the student's terms	○	○	○
Other (list):			

Our Hypothesis:
The purpose is:
To Get Revenge

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior

- A reflection of the increasing violence in society
- Media role models that solve conflicts by force
- Unjust society: unequal treatment
- Anger over personal circumstances or past "wrongs"
- Provocation by another proceeds behavior
- Jealousy

Positives

Student is trying to protect self from further hurt

Considerations for Developing a Plan

- Increase the student's personal control and choices
- Increase opportunities for positive attention and friendships
- Increase the student's status, self-esteem and image

Communication of Behavior

To Have Fun - Play

Student: ______________________________ Date: ______________

Behavior A ______________________ **B** ______________________ **C** ______________________

Student Behavior:

	A	B	C
The behavior would occur when no one else was around	○	○	○
The student seems to enjoy performing the behavior	○	○	○
Student is sorry if someone gets hurt	○	○	○

Other (list):

Others' Reaction to Behavior

	A	B	C
Feels helpless/ineffective	○	○	○
Impulse is to say something	○	○	○

Other (list):

Student's Response to Intervention

	A	B	C
Student is reluctant to discontinue behavior	○	○	○
Student hurries to be able to return to behavior	○	○	○

Other (list):

Our Hypothesis:
The purpose is:
To Have Fun - Play

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

For Your Information

Possible Origins of Behavior
Society expects children to play: "play is the work of children"
Student is involved in routine, structured activities for long periods of time
Lack of opportunities to interact with peers

Positives
Student enjoys life
Is able to amuse herself
Wants friends

Considerations for Developing a Plan
Increase the student's personal control and choices
Increase opportunities for positive attention and friendship
Individualize instruction based upon the student's abilities and interests
Expand the number and type of activities to which the student has access

Communication of Behavior

Self-Regulation

Student: ______________________ Date: ____________

Behavior A ____________ **B** ____________ **C** ____________

Student Behavior:

	A	B	C
The behavior tends to happen over and over again	○	○	○
Attempts to Reduce Stimulation:			
The behavior occurs when there is a lot going on	○	○	○
The student can do other things while doing the behavior	○	○	○
The behavior tends to occur in stressful, anxiety producing or highly demanding situations	○	○	○
Attempts to Increase Stimulation:			
The behavior occurs when there is little going on	○	○	○
The behavior occurs when the student seems bored	○	○	○
The behavior seems to follow periods of non-activity (e.g., periods of seat work)	○	○	○

Other (list):

Our Hypothesis:
The purpose is:
Self-Regulation

Behavior A: Yes ☐ Possibly ☐ No ☐
Behavior B: Yes ☐ Possibly ☐ No ☐
Behavior C: Yes ☐ Possibly ☐ No ☐

Others' Reaction to Behavior

	A	B	C
Frustrated/exasperated	○	○	○
Irritation	○	○	○
The impulse is to say something or redirect the student (e.g., get back to work, pay attention, what are you supposed to be doing?)	○	○	○

Other (list):

Student's Response to Intervention

	A	B	C
Continues to engage in the same or different repetitive behaviors	○	○	○

Other (list):

For Your Information

Possible Origins of Behavior
Has not learned alternative ways of coping
Understimulated by environment
Overstimulated by environment
Student may be gifted, or experiencing a learning impairment, ADHD (attention deficit hyperactivity disorder)

Positives
Behaviors may work to reduce anxiety

Considerations for Developing a Plan
Increase the student's personal control and choices
Individualize instruction based on the student's abilities and interests
Expand the number and type of activities to which the student has access

Summary of Functional Assessment Information

Student: ______________________ Date: ______________________

Student Strengths

Important Relationships

Student Needs

Student & Family Goals

Difficult Behavior	**Its Communication**

Other Important Issues to Keep in Mind

Increase Student's Status, Self-Esteem, Image

support the student to be a peer mentor/tutor ☐ involve the student in community service activities ☐ give the student assignments which will guarantee success ☐ assist the student to obtain a job ☐ add prosocial skills to the student's curriculum ☐ give the student additional responsibilities which match his/her interests and abilities ☐ provide the student with age-appropriate, high status materials, clothing, accessaries (in style for age group and community) ☐ give the student high status classroom/school jobs/roles ☐ emphasize the importance of areas in which the student has natural abilities or strong interests (drawing, music, drama, pottery, sports, computers, film, reading, math, etc.) ☐ others:

Match Teaching Strategies and Groupings to Student Strengths

utilize small group (3 to 6 students) teacher directed activities ☐ utilize small group (3 to 6 students) student directed activities ☐ utilize cooperative learning group activities ☐ utilize activities in which students work in pairs ☐ provide students training on how to work in a group ☐ provide students with frequent feedback on group skills ☐ select groups in advance to insure good matches with student ☐ rearrange groups often ☐ keep activities short ☐ utilize activities in which students work independently ☐ utilize a peer partner/tutoring format ☐ limit large group (whole class) activities ☐ insure student attention prior to giving directions ☐ provide the student with written directions ☐ keep directions clear and concise ☐ limit the use of a lecture format ☐ provide the student with lecture notes/audio tapes of lecture ☐ utilize a questioning /discussion format ☐ repeat/reword questions and answers ☐ check for comprehension before going on to new topic ☐ use teacher demonstration/modeling ☐ provide opportunities for students to role play ☐ coach the student through role plays/activities ☐ provide opportunities for practice with feedback ☐ provide opportunities for the student to use computers ☐ others:

Match Instructional Activities and Materials to Student Strengths

tailor materials to match student abilities and interests ☐ utilize hands-on activities ☐ use real life examples matched to student's age and interests ☐ use materials and activities that students commonly have access to in home and community environments ☐ use a variety of materials and activities to teach important concepts provide a variety of books/articles/materials for each lesson and allow students to select a few ☐ emphasize cooperation among students and sharing of materials ☐ limit competition between students ☐ allow student a choice of activities ☐ provide opportunities for problem solving ☐ provide student with pre-training on materials, content, vocabulary ☐ others:

Match Expected Response and Testing Methods to Students's Strengths

allow the student to communicate ideas/demonstrate learning in a variety of ways (art, music, dance, poetry, oral presentations) ☐ don't require the student to respond in ways which are likely to produce extreme stress or anxiety (e.g., read aloud for a nonreader, essay exam for a poor writer) ☐ when anxiety producing responses cannot be avoided, provide additional support tailored to the students needs ☐ provide extra practice in non-threatening, supportive situations ☐ read the test to the student ☐ test the student in private ☐ give the student extra time to answer/complete test ☐ test the student on a subset of the material ☐ break the test into shorter segments given over a period of days ☐ allow student to use computer/calculator for assignments ☐ others:

Student Supports (Prevention)

Student: ______________________________ Date: ______________

Increase Student Control and Choices

include the student in planning and problem solving ☐ include the student's family in planning and problem solving ☐ allow flexibility in the student's daily schedule ☐ shorten time student involved in activities ☐ allow the student to sit apart from certain classmates or adults ☐ allow the student to transition to the next class/activity at a different time ☐ allow the student to select his/her seat (near door, teacher, window) ☐ add interesting activities and experiences matched to the student's goals ☐ assist the student to self-evaluate his/her work ☐ allow the student to choose between various assignments ☐ allow the student to leave class when needed ☐ allow student to choose testing methods ☐ develop assignment which emphasize the student's strengths, interests and talents ☐ others:

Increase Opportunities for Positive Attention and Friendships

identify a teacher advisor/mentor within the school ☐ develop a "circle of friends" ☐ engage family, friends, faculty, student in a maps activity ☐ identify an adult mentor within the community ☐ increase the number of community activities the student has access to ☐ assist the student to join after school groups/clubs/teams ☐ increase others' knowledge of the student's interests, strengths and preferences ☐ use classroom teaching assistants rather than an assistant paired directly with the student ☐ speak and react to the student in ways that model respect and friendship ☐ encourage other students to include the student in activites ☐ develop a peer buddy system for the student ☐ provide social rewards (attention) for ingaging in positive behaviors ☐ peer mentor ☐ others:

Physical Arrangement and Classroom Management

allow the student to sit in a position in the classroom which will best meet his/her needs (e.g., near the front of the classroom, near the teacher, near the door, near a window, near a supportive peer, away from unsupportive peers) ☐ arrange classroom seating to facilitate cooperative interactions, sharing of materials and ideas between student and adults ☐ allow the student to leave the classroom (go to the office, run and errand, go to see the guidance counselor) when anxious or fearful ☐ limit the student's access to peers or adults who tend to set the student off ☐ model appropriate ways of interacting with the student for peers and other adults ☐ assess classroom rules in relation to the student's strengths and needs ☐ assess classroom discipline methods in relation to the student's strengths and needs ☐ integrate the teaching of classroom rules and procedure into daily lesson plans ☐ limit distractions (noise, crowed seating arrangement, too many materials in front of student) ☐ others:

Summary of Student Supports (Prevention)

Student: ______________________ Date: ______________

☐ Increase Student Control and Choices
Plan:

☐ Increase Opportunities for Positive Attention and Friendships
Plan:

☐ Increase Student's Status, Self-Esteem, and Image
Plan:

☐ Physical Arrangement and Classroom Management
Plan:

☐ Match Teaching Strategies and Groupings to Student Strengths
Plan:

☐ Match Instructional Activities and Materials to Student's Strengths
Plan:

☐ Match Expected Response and Testing Methods to Student's Strengths
Plan:

Replacement Skills to be Taught

Student: ______________________ Date: ______________________

Non-Verbal Communication/Body Language

Show preferences ☐ Indicate rejection/protest ☐ Indicate acceptance through facial expressions ☐
Make eye contact ☐ Use welcoming gestures ☐ Keep interpersonal distance ☐ Maintain physical appearance ☐
Consistent verbal expression with facial/body gestures ☐ Other:
Plan:

Social Relationships

Introduce yourself ☐ Begin/end conversation ☐ Play a game ☐ Take turns ☐ Offer assistance ☐
Ask a question ☐ Give/take compliment ☐ Share ☐ Apologize ☐ Negotiate ☐ Deal with group pressure ☐
Accept no ☐ Say no ☐ Express feelings ☐ Respond to teasing ☐ Other:
Plan:

Self-Management

Recognize own/other feelings ☐ Deal with fear ☐ Deal with anger ☐ Deal with losing ☐ Deal with failure ☐
Deal with frustration ☐ Accept consequences ☐ Relax ☐ Solve problems ☐ Make decisions ☐
Transition to activity ☐ Other:
Plan:

Personal Safety

Drugs and alcohol ☐ Physical and sexual abuse ☐ Sexual harassment ☐ Suicide prevention ☐ Sexual education ☐
Other:
Plan:

Replacement Behavior

Student: ______________________ Date: ______________

Behavior #1:	Replacement Behavior:
How does the replacement behavior function to meet the student's needs?	How will the replacement behavior be taught?

Behavior #2:	Replacement Behavior:
How does the replacement behavior function to meet the student's needs?	How will the replacement behavior be taught?

Behavior #3:	Replacement Behavior:
How does the replacement behavior function to meet the student's needs?	How will the replacement behavior be taught?

Current Response to the Challenging Behavior

Student: ______________________________ Date: ______________

Behavior #1 ______________ **Behavior # 2** ______________ **Behavior # 3** ______________

Behavior: Situation: Typical Response:	**The intent of the response is:** To stop the behavior ☐ To keep control of the situation ☐ To punish the student for the behavior ☐ To teach the student a more appropriate behavior ☐ To avoid dealing with the behavior ☐ To minimize disruptions to the activity ☐ To maintain a relationship with the student ☐ Don't know ☐	**The response actually serves to:** Stop the behavior ☐ Increase the behavior ☐ Punish the student for the behavior ☐ Strengthen the behavior ☐ Teach the student a more appropriate behavior ☐ Minimize disruptions to the activity ☐ Harm the relationship with the student ☐ Maintain a relationship with the student ☐ Other:
Behavior: Situation: Typical Response:	**The intent of the response is:** To stop the behavior ☐ To keep control of the situation ☐ To punish the student for the behavior ☐ To teach the student a more appropriate behavior ☐ To avoid dealing with the behavior ☐ To minimize disruptions to the activity ☐ To maintain a relationship with the student ☐ Don't know ☐	**The response actually serves to:** Stop the behavior ☐ Increase the behavior ☐ Punish the student for the behavior ☐ Strengthen the behavior ☐ Teach the student a more appropriate behavior ☐ Minimize disruptions to the activity ☐ Harm the relationship with the student ☐ Maintain a relationship with the student ☐ Other:
Behavior: Situation: Typical Response: 173	**The intent of the response is:** To stop the behavior ☐ To keep control of the situation ☐ To punish the student for the behavior ☐ To teach the student a more appropriate behavior ☐ To avoid dealing with the behavior ☐ To minimize disruptions to the activity ☐ To maintain a relationship with the student ☐ Don't know ☐	**The response actually serves to:** Stop the behavior ☐ Increase the behavior ☐ Punish the student for the behavior ☐ Strengthen the behavior ☐ Teach the student a more appropriate behavior ☐ Minimize disruptions to the activity ☐ Harm the relationship with the student ☐ Maintain a relationship with the student ☐ Other:

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Response Plan

Student: ______________________ Date: ______________________

Behavior #1 ______________________ #2 ______________________ #3 ______________________

Behavior:
Situation:
When the behavior occurs we will:

The intent of the response is:
To stop the behavior ☐
To keep control of the situation ☐
To punish the student for the behavior ☐
To teach the student a more appropriate behavior ☐
To avoid dealing with the behavior ☐
To minimize disruptions to the activity ☐
To maintain a relationship with the student ☐
Other:

Behavior:
Situation:
When the behavior occurs we will:

The intent of the response is:
To stop the behavior ☐
To keep control of the situation ☐
To punish the student for the behavior ☐
To teach the student a more appropriate behavior ☐
To avoid dealing with the behavior ☐
To minimize disruptions to the activity ☐
To maintain a relationship with the student ☐
Other:

Behavior:
Situation:
When the behavior occurs we will:

The intent of the response is:
To stop the behavior ☐
To keep control of the situation ☐
To punish the student for the behavior ☐
To teach the student a more appropriate behavior ☐
To avoid dealing with the behavior ☐
To minimize disruptions to the activity ☐
To maintain a relationship with the student ☐
Other:

Direct Observation Form

Student: ______________________ Date: ______________

What was Happening Before Behavior Occurred? (e.g., isolated, transition, social interaction, directive)	**What Was the Behavior?**	**What Happened After the Behavior Occurred?** (e.g., teacher attention, peer attention, reprimand, nothing)	**What Was the Communication?** (e.g., attention, revenge, self-regulation, control, avoidance, play)

Outcomes Evaluation Plan

Student: ______________________________ Date: ______________________________

Evaluation Method								
Student Outcome	Teacher/Parent Report	Written Product	Behavior Count	Student Self-Evaluation	Classroom Observations	Video	Audio	Other (specify)

Student Support Plan

Student: ____________________ Date: __________

Strengths	Challenging Behavior	Communication of Behaviors	Student Supports (Prevention)	Replacement Behavior and Teaching Strategies	Response Plan

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